Maryland Content Standards for Adult ESL/ESOL

English as a Second Language
English for Speakers of Other Languages

Maryland State Department of Education
Division of Career Technology and Adult Learning
Adult Education and Literacy Services
200 West Baltimore Street / Baltimore, Maryland 21201

Maryland State Board of Education

The Maryland State Department of Education (MSDE) recognizes the commitment and dedication of the following individuals who assisted with the creation of the "*Content Standards for Adult ESL/ESOL*". The ESL/ESOL Workgroup met to research, draft, expand, review, and revise the Content Standards.

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TABLE OF CONTENTS

Preface

> "According to the 1992 Report by the National Council on Educational Standards and Testing, **content standards** define 'everything a student should know and be able to do'. In other words, content standards describe the range of desirable knowledge and skills within a subject area.
>
> …While content standards may be the result of broadly inclusive efforts to achieve consensus on 'what' students should know, in the end, they simply describe what 'ought to be' not what 'must be'.
>
> …Content standards are meant to serve as general guides for curriculum and should ideally be general, visionary, and not at all prescriptive."
>
> Stites, Regie. *A users guide to standards-based educational reform: From theory to practice*. In Focus on Basics, Volume 3, Issue C (September 1999). Boston, MA: World Education/NCSALL.
> Reprinted with permission.

In the spring of 2000, the ESL/ESOL Workgroup began the process of brainstorming, designing and developing the "*Content Standards for Adult ESL/ESOL*" for the state of Maryland. The group began by gathering, comparing, and contrasting models that had been developed in states such as Arizona, New York, Colorado, Massachusetts, and Florida. While some states have provided very detailed standards and curricula, the members of the workgroup decided that Maryland's *Content Standards* should be a resource not a prescription for all programs across the state.

Members of the ESL/ESOL Workgroup knew the "*Content Standards for Adult ESL/ESOL*" had to take into consideration the incredible diversity of programs and the learner population in Maryland. Some programs serve in large metropolitan and suburban areas while others work in rural areas, and many programs work with transient or seasonal learner populations. Some programs serve less than twenty ESL/ESOL learners while others serve thousands. Some learners enter programs with advanced university degrees while others enter with very limited educational experiences. The Workgroup also noted that some local programs had curriculum in place while others left the responsibility of curriculum to up to individual instructors. Finally, based on the realization that many adult education instructors in Maryland teach part-time and are new to the field, the *Content Standards* needed to be practical and user-friendly for both experienced and inexperienced instructors.

The workgroup recognized that the creation of such a document would take a substantial amount of work and commitment. Everyone agreed that it would be extremely valuable for all programs to have a simple description of the ESL/ESOL proficiency levels based on the National Reporting System (NRS) being implemented across the nation. Based on the level descriptions and their own expertise, the members began the arduous task of outlining the content language skills for each level. Simultaneously, members also researched and selected information related to the other essential skills for effective language teaching – competencies and skills related to culture, workplace, technology, and metacognitive development.

Finally in the winter of 2001-2002, the ESL/ESOL Workgroup proudly completed the First Edition of Maryland's "*Content Standards for Adult ESL/ESOL*".

Introduction to
the Content Standards

Maryland Content Standards for Adult ESL/ESOL: Introduction

In the spring of 2000, the ESL/ESOL Workgroup, whose members represented a variety of programs across the state, began the process of brainstorming, designing, and developing the Content Standards for Adult ESL/ESOL for the state of Maryland. After considering the diversity of adult learners and programs in Maryland, the group began gathering, comparing, and contrasting models that had been developed in states such as Arizona, New York, Colorado, Massachusetts, and Florida. While some states have provided very detailed standards and curricula, the members of the workgroup decided that Maryland's Content Standards should be a resource, not a prescription, for all programs across the state and that the document should provide an appropriate framework for EL/Civic instruction as defined in the Federal Register dated November 17, 1999.

The Content Standards for Adult ESL/ESOL are designed to help programs with instruction by defining "everything a student should know and be able to do". In other words, content standards describe the range of desirable knowledge and skills within a subject area (National Council on Education Standards and Testing, 1992). The standards are written in the form of a general outline so that local programs and instructors will be able to develop curriculum, plan instruction, and design classes to meet the local and individual needs. And, since many adult ESL/ESOL instructors teach part-time and are new to the field, the workgroup created a document that would be practical and user-friendly for both experienced and inexperienced instructors.

The content standards provide consistency by offering an outline of the language skills for each proficiency level. These levels help instructors plan lessons that will help learners reach higher levels of proficiency as required by the federal mandate for continuous improvement. The content standards align with the formal (standardized tests) and informal (goal attainment, interest inventories, monitoring progress and evaluation) assessments programs that use to identify the topics and skills the learners need and to plan effective instruction.

The additional sections of the manual will help instructors refine the content for unit and lesson planning while integrating the language skills. Local programs and individual instructors can design curriculum based on the standards and supplementary material. Programs should maintain the content standards as a complete package that addressing all the elements of effective instruction including both language skills and content area skills.

The manual includes the following sections:

- **Content Standards by Level:** Provides level descriptions, language skills, and assessment scale scores.
- **Content Standards by Skill:** Provides a sequenced list of skills from Beginning ESL/ESOL Literacy to Advanced ESL/ESOL in each of the skill areas.
- **Competencies:** Lists competencies that describe what the learners should know and be able to do.

- **Cultural Skills:** Promotes the use of cross-cultural topics to strengthen the understanding and appreciation of cultural similarities and differences to facilitate community and civic participation.

- **Workplace Skills:** Outlines skills to help learners improve their employment status.

- **Technology Skills:** Shows the range of technology skills that learners may develop based on their needs and interests.

- **Metacognitive Skills:** Outlines the skills essential for lifelong learning and helps learners understand how they learn.

- **Unit Planning:** Describes the process for planning a unit and provides a sample unit plan.

- **Lesson Planning:** Explains the steps for planning a lesson describes how it fits within a unit, and offers a sample lesson.

- **Ten Strategies for Success:** Explains effective strategies for instructors to help adults learn, practice, and use the English language.

- **Blank Forms:** Provides unit and lesson planning forms for instructors to copy and use.

The content standards are reviewed and revised frequently. The latest revised edition and training materials are available on the Maryland Adult Literacy Resource Center website, www.umbc.edu/alrc. *All instructors are required to complete Maryland ESL/ESOL Content Standards Training.*

Content Standards by Level

Beginning ESL/ESOL Literacy

Low Beginning ESL/ESOL

High Beginning ESL/ESOL

Low Intermediate ESL/ESOL

High Intermediate ESL/ESOL

Advanced ESL/ESOL

Introduction to Content Standards by Level

This section might be considered the "heart" of the *Adult ESL/ESOL Content Standards*. This section is written as a general outline so that local programs and instructors can develop curriculum, plan instruction, and design classes that meet local and individual needs.

The Content Standards are divided into two parts for each level: (1) Level Description, (2) Language Skills.

The Level Description section describes a learner's proficiency at "entry" in a level and the test benchmarks for that level. We have also included the descriptions from the National Reporting System (NRS) so that programs across the state and country have a common frame of reference to discuss ESL/ESOL levels. NRS provides a brief description of what learners can do at each level in terms of Listening/Speaking, Reading/Writing, and Functional Workplace Skills.

The Language Skills section outlines the specific listening/speaking and pronunciation skills for each level as well as the reading/writing and grammar skills that would be integrated into the content areas. Teachers should integrate the receptive and productive skills of listening, speaking and pronunciation so that learners can understand and be understood. Similarly, reading and writing skills should be taught at all levels since we live in such a "print dependent" society. And, of course, contextualized grammar instruction and practice cannot be ignored within any language course.

1: Level Descriptions

- Beginning Literacy
- Low Beginning
- High beginning
- Low Intermediate
- High Intermediate
- Advanced

2: Language Skills

- Listening
- Speaking
- Pronunciation
- Reading
- Writing
- Grammar

NRS Level: BEGINNING ESL/ESOL LITERACY

Benchmarks	Maryland Proficiency Descriptors (entry level description)

• CASAS scale scores
  Listening/Reading 180 and below
 	
• BEST
  Oral 0 – 15
  Literacy 0-7
 	
• BEST Plus 400 and below
 	
• SPL
  Speaking 0-1
  Reading/Writing 0-1
	Speaking: Learners may be able to produce a limited number of isolated words or phrases.
	
	Listening: Learners may be able to comprehend a limited number of isolated words or phrases.
	
	Reading: Learners have limited, if any, reading skills in native language and English. Learners may have begun to develop letter recognition. Learners may be developing an understanding of sound-symbol correlation.
	
	Writing: Learners may be able to write letters or numbers. Learner may need to develop fine motor skills needed for legible writing.

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National Reporting System (NRS)
Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.

Beginning Literacy ESL/ESOL
LANGUAGE SKILLS

Listening	Speaking	Pronunciation
Beginning Literacy ESL/ESOL learners may demonstrate listening comprehension non-verbally i Recognize letters of the alphabet i Recognize cardinal and ordinal numbers i Recognize/respond to basic survival vocabulary, greetings, and polite expressions i Respond to very simple questions in familiar contexts (e.g., personal information) i Follow very simple one-step directions and instructions that may include pictures or modeling. i Respond to simple requests for repetition	i Use the alphabet and identify individual letters i Use cardinal and ordinal numbers (e.g., begin to distinguish difference) i Greet others i Use basic vocabulary for social interaction i Ask simple questions in short phrases i Produce simple statements i Express lack of understanding i Respond to simple questions in a familiar situation i Ask for repetition (e.g., "What?" or "Today?")	*Begins to recognize and practice the following…* i Chunks (words that often go together) and linking the words together [It's a ___ .//itza ___//] i Letter-sound associations (phonemes) i One- and two-syllable word patterns i Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]

Reading	Writing	Grammar
i Identify upper and lower case letters of the English alphabet and numbers 0-100 i Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words i Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status) i Recognize simple words and phrases related to immediate needs i Read learned sentences i Interpret simple signs and symbols in environment i Read dates and analog/digital clock times i Identify U.S. coins and currency and values i Read prices	i *If needed,* develop fine motor skills to write legibly i Write upper and lower case letters and numbers 0-100 i Write basic personal information words (e.g., name, address, telephone number, etc.) i Spell simple words i Copy simple words/phrases related to everyday life i Write dates and digital clock times. i Write money amounts i Write very simple learned sentences i Use simple punctuation (e.g., period, comma, question mark)	*May use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* i Subject pronouns i Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense i Simple Yes/No questions (e.g., Is/Are…..? or Do/Does……?) in present tense i Affirmative and negative statements with the verbs "be" and "do" i Singular/plural (e.g., nouns, this/these) i Articles – "the, a/an". i Simple structures -- "It's + day. // It's + time. // It's $5.00."

NRS Level: Low BEGINNING ESL/ESOL

Benchmarks	Maryland Proficiency Descriptors (entry level description)
• CASAS scale scores Listening/Reading 181-190 Writing 136-145 • BEST Oral 16-28 Literacy 8-35 • BEST Plus 401-417 • SPL 2	**Speaking**: Learners have a limited ability to produce some spoken language in routine questions and familiar situations. **Listening**: Learners can understand some frequently used words in context when spoken slowly and with repetition. **Reading**: Learners can read numbers and letters and some common sight words. Learners can comprehend phrases and some simple sentences with familiar vocabulary with pre-reading assistance. **Writing**: Learners can print numbers, letters, and basic sight words related to personal information.

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National Reporting System (NRS)
Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

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Low Beginning ESL/ESOL
LANGUAGE SKILLS

Listening	Speaking	Pronunciation
Low Beginning ESL/ESOL learners may demonstrate listening comprehension non-verbally i Recognize letters of words when spelled or dictated i Recognize/respond to greetings and polite expressions in routine and familiar settings i Recognize/respond to simple questions/statements in familiar contexts (e.g., weather, family, employment) i Follow one-step directions in a familiar context to complete a simple task i Identify simple expressions indicating lack of understanding i Recognize/respond to requests for repetition i Recognize/respond to personal information questions	i Spell some familiar words i Use numbers appropriately to provide personal information i Produce and respond to common greetings, introductions, and polite expressions i Produce simple statements in routine and familiar situations i Use the telephone to make an emergency call i Respond to simple questions in familiar situations demonstrating some control of grammar	*Begin to recognize and practice the following….* i Chunks (words that often go together) and linking the words together [It's a ___. = Itza___.] i Letter-sound associations (phonemes) i Recognize/produce intonation for yes/no questions i Recognize/produce intonation for Wh-questions

Reading	Writing	Grammar
i Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills) i Read cursive and printed materials i Interpret words and symbols on everyday signs i Scan for specific information on familiar documents (e.g., utility bill, pay stub). i Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels) i Follow simple geographical directions on a simple map i Read some common sight words i Read simple sentences on a familiar topic.	i Write basic personal information (name, address, telephone number, employer, birth date, ID number etc.) i Write familiar simple words and short phrases from dictation i Complete short, simplified forms (e.g., check, job application, registration form) i Address an envelope i Write lists (e.g., shopping) and personal schedules i Write some simple phrases and simple sentences related to familiar situations i Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)	*May use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* i Simple WH questions and responses (affirm./neg.) i Simple Yes/No questions and responses i Affirmative and negative statements with "be, do, have" and other high frequency verbs i Simple present continuous tense i Simple past with high frequency verbs such as "be, do, have" i Modal auxiliary verbs (e.g., can / have to + verb) i Singular/plural (e.g., count/non-count) i Simple Conjunctions (and, or, but) i Simple prepositions of time and place (e.g., in, on, at, next to, on the right) i Simple frequency adverbs (e.g., always, sometimes, never) i Possessive Adjectives (e.g., my, your, her, our) i Subject Pronouns

NRS Level: High BEGINNING ESL/ESOL

Benchmarks	Maryland Proficiency Descriptors (entry level description)
• CASAS scale scores Listening/Reading 191-200 Writing 146-200 • BEST Oral 29-41 Literacy 36-46 • BEST Plus 418-438 • SPL 3	**Speaking**: Learners have the ability to produce spoken language in routine and familiar situations with some control of grammar. **Listening**: Learners can understand simple phrases and sentences in context when phrases spoken slowly with some repetition. **Reading**: Learners can read common sight words and have developed an understanding of sentence level reading. Learners can comprehend simple sentence level discourse with familiar vocabulary and frequent re-reading. **Writing**: Learners can write a simple sentence using familiar words and phrases with simple punctuation and can demonstrate some control of basic grammar and spelling.

National Reporting System (NRS)
Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers**.**

High Beginning ESL/ESOL

LANGUAGE SKILLS

Listening	Speaking	Pronunciation
High Beginning ESL/ESOL learners can demonstrate listening comprehension non-verbally i Listen for key vocabulary words in contextualized conversations i Recognize common words when spelled or dictated i Recognize/respond to alternative forms of basic questions in familiar contexts i Follow simple multi-step directions and instructions i Identify simple expressions indicating lack of understanding i	i Ask simple questions to satisfy survival needs i Spell some sight words i Answers simple questions on everyday activities with some detail i Participates in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension i Give simple one-step instructions and directions i Expresses likes and dislikes i Express lack of understanding i Use the telephone to make an appointment	*Begin to recognize and practice the following….* i Syllable stress of new vocabulary i S-ending sounds: /s/, /z/ and /ɪz/ i Intonation for yes/no questions i Recognize/reproduce pronunciation of chunks (words that go together) and linking the words together

Reading	Writing	Grammar
i Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender). i Read work schedules and simple charts i Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels) i Read compound and complex sentences following punctuation cues i Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity) i Recognize base words, synonyms and antonyms i Identify patterns and categorize words i Read compound words and identify base word i Use prediction as a reading strategy	i Write familiar simple sentences from dictation i Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.) i Write simple sentences related to familiar situations i Prepare a map or very simple directions to home/apartment i Following a model, write a simple paragraph on a single topic i Use simple basic punctuation (e.g., capitalization, periods, commas, question marks) i Write simple notes and messages (e.g., , note to a teacher about a sick child, thank-you for a gift, etc.) i Spell words phonetically i Use simple graphic organizers	*May use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* i Present continuous tense i Modal auxiliary verbs (e.g., can / have to + <u>verb</u>) i Common irregular verbs i Subject-Verb agreement i Adjective + Noun i There is/There are i Contractions (e.g., I'm, she's, isn't, don't) i Demonstrative adjectives (this/that, these/those) i Singular/plural (e.g., count/non-count) i Indefinite articles (some/any, much/many) i Possessive adjectives (e.g., my, your, her, our) i Conjunctions i Simple frequency adverbs (e.g., always, sometimes, never)

NRS Level: LOW INTERMEDIATE ESL/ESOL

Benchmarks	Maryland Proficiency Descriptors (entry level description)
• CASAS (Life Skills) Listening/Reading 201-210 Writing 201-225 • BEST Oral 42-50 Literacy 47-53 • BEST Plus 439-472 • SPL 4	**Speaking**: Learners can form simple questions based on learned vocabulary. Learners can communicate survival needs and handle simple social interchanges. Learners have some control of basic grammar. **Listening**: Learners can respond to simple requests and questions with learned vocabulary or stock phrases. Learners can comprehend simple conversations with support of frequent repetitions and slow rate of speech. **Reading**: Learners can read simple material in familiar contexts. Learners can comprehend sentences and paragraphs when vocabulary is controlled. **Writing**: Learners can write sentences with basic grammar structures (present and past tense) and use correct punctuation. Learners are able to produce simple written texts such as messages or notes.

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National Reporting System (NRS)
Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).

Low Intermediate ESL/ESOL
LANGUAGE SKILLS

Listening	Speaking	Pronunciation
ı Respond to statements, questions and commands using some expanded vocabulary ı Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school) ı Follow simple two-step directions and instructions with some detail ı Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose) ı Use context clues to get main ideas and to identify details ı Respond to simple requests for clarification ı Distinguish language use in informal versus simple formal situations (i.e., pay attention to register)	• Produce simple statements, questions, and commands using familiar vocabulary • Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school) • Give simple two-step directions o • Retell a simple story • Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement • Use simple expressions to express opinion • Express lack of understanding and ask for repetition or clarification • Use appropriate language in both informal and simple formal situations	*Begin to recognize differences and gain pronunciation clarity of the following…* • Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/) • Stress of multi-syllabic words • Short and long vowel sounds (based on learners' needs) • Schwa sound used in unstressed syllables • S-ending sounds: /s/, /z/ and /ɪz/ • Past "-ed" ending sounds: /t/, /d/ and /ɪd/ • Shift in meaning when using different emphases in sentence stress • Intonation difference for questions and sentences

Reading	Writing	Grammar
ı Apply sound/symbol relationships to decode new words in context ı Apply simple context clues to determine the meaning of new words ı Recognize most standard words on a personal information form ı Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary) ı Comprehend simple and compound sentences in authentic materials ı Identify main idea, chronological order, and simple transitions in texts on familiar subjects ı Recognize prefixes, suffixes, homonyms, transition words, words with multiple meanings and some idioms ı Read and understand multi- paragraph selections from a variety of genres ı Read to compare and contrast information on familiar subjects	ı Write simple sentences from dictation ı Write some compound and complex sentences ı Complete more complex forms ı Write out simple instructions with some detail ı Write simple directions with some detail to a familiar location ı Write short notes (e.g., to school, neighbor, coworker) ı Compose simple letters (e.g., requests and offers). ı Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.) ı Apply basic capitalization, spelling and punctuation rules when writing ı Take notes on familiar material transmitted orally ı Use pre writing and editing strategies ı Demonstrate some control of spelling ı Use some idioms	*Begin to use grammar with some control for the beginning level structures/patterns plus the following…* ı Simple past tense ı Future tense ("will" + verb and "be going to + verb") ı Present perfect tense in high frequency situations ı Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative ı Simple expressions for giving advice, inviting, and expressing regret ı Comparative and superlative adjectives ı Adverbs (too, very, enough) ı Verb + Infinitive (e.g., want to __, need to __) ı Possessives (e.g., girl's , Tom's) ı Object pronouns (e.g., mine, his, hers, theirs, ours) ı Conjunctions (and/or, but, either/neither) ı Polite expressions (e.g., would rather, would you mind)

NRS Level: HIGH INTERMEDIATE ESL/ESOL

Benchmarks	Maryland Proficiency Descriptors (entry level description)
• CASAS (Life Skills) Listening/Reading 211-220 • Writing 226-242 • BEST Oral 51-57 Literacy 54-65 • BEST Plus 473-506 • SPL 5	**Speaking**: Learners can express basic needs and engage in social conversations, limited to description and concrete terms. Learners are developing control over more complex grammar structures (passive voice, conditional). **Listening**: Learners can understand learned and new phrases in familiar context. Learners can follow simple oral instructions. **Reading**: Learners can comprehend clearly organized texts. Learners can use context clues to boost comprehension. Learners can find main idea and can recognize sequence in clearly organized texts. **Writing**: Learners can produce simple paragraphs in familiar contexts with control of basic grammar structures. Learners can identify spelling and punctuation errors and make corrections.

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National Reporting System (NRS)
Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

High Intermediate
ESL/ESOL LANGUAGE SKILLS

Listening	Speaking	Pronunciation
i Interpret statements, questions and commands in a variety of familiar situations i Follow multi-step directions to a specific location i Follow multi-step instructions on how to do something i Interpret information from a conversation and in a variety of contexts (e.g., in person, on telephone, over announcement) i Identify key information/details in a description i Respond to requests for clarification and elaboration i Understand more complex structures i Distinguish between facts and opinions in conversation i Recognize/respond to some common idioms	i Produce statements, questions, and commands (i.e., interact) in less familiar contexts with some detail i Ask and answer questions – using complete sentences when appropriate i Give directions to a specific location i Provide two and three step instructions with detail on how to do something i Request information and express needs (e.g., in person or by phone) i Express satisfaction/dissatisfaction and agreement/disagreement i Provide simple descriptions (e.g., describe a person, place or event) i Express opinions and provide factual information	*Begins to recognize contrasts and gain pronunciation clarity of the following….* i Phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs. /t/) i Stress of multi-syllabic words i Short and long vowel sounds (based on learners' needs) i Schwa sound used in unstressed syllables i Shift in meanings when using different emphases in sentence stress i Articulating word endings i Intonation differences for questions and sentences i Phrasing words into "thought groups or chunks" and pausing between the phrases

Reading	Writing	Grammar
i Determine meaning of new vocabulary using context clues and decoding skills i Read simple descriptions and narratives on authentic topics i Follow specific written directions/instructions to perform an activity i Skim for main idea and scan for detail in prose text and on documents i Interpret information in an authentic paragraph or text to answer a question i Identify main idea, supporting details and transitions in a paragraph or text i Identify fact and opinion in a text i Compare information presented in two or three different sources i Make inferences from familiar texts i Recognize common idioms i Identify a writer's purpose	i Take detailed messages (e.g., phone message) i Take simple notes from authentic discourse i Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.) i Draft, organize, write and edit a short paragraph using a topic sentence, supporting details and transitions i Write short letters of request /complaint	*Gain control for the intermediate level structures/ patterns* **plus the following…** i Past habitual with "used + infinitive" i Present perfect (contrast to other tenses and using "for, since, already, yet") i Past continuous (in contrast to simple past) i Modals (e.g., ought to, had better, would rather) i Tag questions i Conditionals (e.g., present real, present unreal and past unreal) i Simple adverbial clauses (e.g., before/after, if/then, because/since) i Passive voice i Reflexive pronouns (e.g., myself, yourself, herself) i Common phrasal verbs and idioms (e.g., get ___, put ___, take ___ etc.) i Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)

NRS Level: ADVANCED ESL/ESOL

Benchmarks	Maryland Proficiency Descriptors (entry level description)
• CASAS (Life Skills) Listening/Reading 221-235 • Writing 243-260 • BEST Oral 58-64 Literacy 66+ • BEST Plus 507-540 • SPL 6 • Exit Criteria CASAS Reading and Listening 236+ CASAS writing 261+ Oral BEST 65+ BEST Plus 541+ SPL 7	**Speaking**: Learners can carry on a conversation on a variety of day-to-day subjects with firm control of basic grammar and the ability to express thoughts creatively. **Listening**: Learners can comprehend a variety of day-to-day subjects with the support of repetition, restating, and adjusted rate of speech. **Reading**: Learners can read narrative prose and descriptive essays if the topic or context is familiar. Learners can use context clues to understand new vocabulary. Learners can use inference skills with familiar materials. **Writing**: Learners can produce well-developed descriptive and narrative paragraphs. Learners have mastered basic punctuation and basic grammar structures. Learners are not yet able to consistently handle complex structures.

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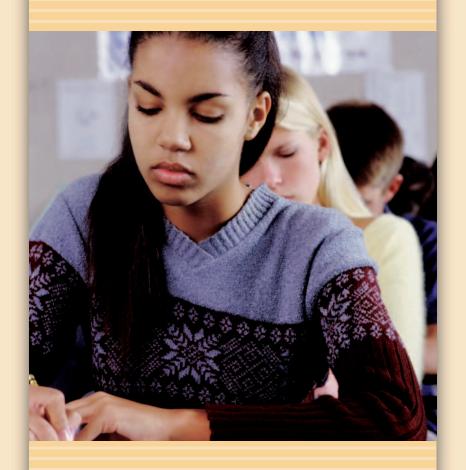
National Reporting System (NRS) – Educational Functioning Level Descriptors

Speaking and Listening	Basic Reading and Writing	Functional and Workplace Skills
Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Advanced ESL/ESOL
LANGUAGE SKILLS

Listening	Speaking	Pronunciation
i Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community) i Follow detailed multi-step directions and instructions in familiar situations i Respond to requests for clarification, elaboration, opinion, etc. i Identify details in a description (e.g., of a person, place or an event) i Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast) i Recognize/respond appropriately to social cues in conversation in familiar contexts i Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., "I have to get going….", "I'd rather not…", "How about going to…") i Recognize/respond to idiomatic expressions in familiar situations	i Participate in discussions on topics beyond immediate survival needs (e.g., local news) i Explain concepts/ideas in organized manner using examples or details i Tell anecdotal stories as a part of conversation i Give detailed, multi-step directions and instructions in familiar settings i Clarify utterances by rewording or repeating in order to be understood by the general public i Select and report pertinent information (e.g., regarding an accident, change in procedure, etc.) i Request specific information in person or by phone i Use a variety of sentence patterns, new vocabulary, and high-frequency idioms in spontaneous conversation i Participate in social interactions using the appropriate degree of formality i Negotiate a solution/compromise i Use persuasion in conversation	*Recognize contrasts and is gaining pronunciation clarity of the following…* i Stress of multi-syllabic words using learned rules to guess stress of new words i Phrasing words into thought groups and pausing between the phrases i Conversation management techniques, such as interrupting and "turn-taking"

Reading	Writing	Grammar
i Determine the meaning of unfamiliar words in text i Interpret factual materials (e.g., prose text, charts/graphs, and other visual presentations) i Read authentic materials on everyday subjects i Interpret and summarize descriptions and narratives on familiar topics i Take notes from texts/documents on unfamiliar topics i Vary reading strategies for understanding content on unfamiliar topics or technical information i Distinguish between literal and figurative language i Take notes while reading	i Write complex sentences in paragraphs i Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise) i Use pre-writing skills to organize and develop a paragraph i Write a detailed paragraph with topic sentence, supporting details, and conclusion i Describe a detailed procedure in writing i Summarize articles on familiar topics i Identify parts of a composition -- outlining content/sequence of paragraphs i Following a model, prepare a simple resume i Edit and revise drafts	*Demonstrate control for Intermediate levels **plus the following…*** i Present Perfect continuous i Perfect Modals (e.g. should have, would have) i Embedded statements and questions i Compound and complex sentences i Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register) i Gerunds and infinitives i Connectives (e.g., because, even, though, etc.) i Transitional adverbs (therefore, however) i Adverbial clauses (reason, comparison, result, etc) i Phrasal verbs (separable and inseparable) i Idiomatic expressions

Content Standards by Skill

Listening, Speaking, Pronunciation
Reading, Writing, Grammar

Content Standards by Skills

Learners in an Adult ESL/ESOL class often have different levels of proficiency. Some learners may have stronger oral/aural skills while others may excel in reading/writing. This section, Content Standards by Skills, has a sequenced list of skills from Beginning ESL/ESOL Literacy to Advanced ESL/ESOL in each of the skill areas.

If learners in a Beginning level class have stronger literacy skills, the instructor can consult the Reading and Writing skills for the Intermediate level. Conversely, there might be some learners in a High Intermediate or Advanced class who are very proficient verbally, but who may not have had the opportunity to formally study ESL/ESOL so they might need more basic reading, writing and grammar skill development.

The skill areas included are the following:
- Listening Skills
- Speaking Skills
- Pronunciation
- Reading Skills
- Writing Skills
- Grammar

LISTENING SKILLS

LEVELS	LISTENING SKILLS[*]
Beginning ESL/ESOL Literacy	*The Beginning Literacy ESL/ESOL level learner will:* • Recognize letters of the alphabet • Recognize cardinal and ordinal numbers • Recognize/respond to basic survival vocabulary, basic greetings, and polite expressions • Respond to very simple questions in familiar contexts (e.g. personal information) • Follow very simple one-step directions and instructions that may include pictures or modeling • Respond to simple requests for repetition
Low Beginning ESL/ESOL	*The Low Beginning ESL/ESOL level learner will:* • Recognize letters of words when spelled or dictated • Recognize/respond to simple greetings and polite expressions in routine familiar settings • Recognize/respond to simple questions/statements (e.g., weather, family, employment) • Follow one-step directions in a familiar context to complete a simple task • Identify simple expressions indicating lack of understanding • Recognize/respond to requests for repetition • Recognize/respond to personal information questions
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL level learner will:* • Listen for key vocabulary words in contextualized conversations • Recognize common words when spelled or dictated • Recognize/respond to alternative forms of basic questions in familiar contexts with some detail • Follow simple multi-step directions and instructions
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will:* • Respond to statements, questions and commands using some expanded vocabulary • Respond to simple social conversation in familiar contexts (e.g., shopping, employment, school) • Follow simple two-step directions and instructions with some details • Identify simple information from a conversation or in familiar contexts (i.e., listen with a purpose) • Use context clues to get main ideas and to identify details • Respond to simple requests for clarification • Distinguish language use in informal versus simple formal situations (i.e., pay attention to register
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will:* • Interpret statements, questions and commands in a variety of familiar situations • Follow multi-step directions to a specific location • Follow multi-step instructions on how to do something • Interpret information from a conversation in a variety of contexts (e.g., in person, on telephone, over announcement) • Identify key information/details in a description • Respond to requests for clarification and elaboration • Distinguish between facts and opinions in conversation • Recognize/respond to some common idioms

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[*] Respond/Recognize -- especially at the beginning levels, learners may demonstrate listening comprehension non-verbally. For example, extending one's hand and smiling in response to greetings or pointing to a picture/word to demonstrate understanding

LISTENING SKILLS CONTINUED

LEVELS	LISTENING SKILLS[*]
Advanced ESL/ESOL	*The Advanced ESL/ESOL level learner will:* • Respond to topics beyond immediate survival needs (e.g., news and events in the workplace or community) • Follow detailed multi-step directions and instructions in familiar situations • Respond to requests for clarification, elaboration, opinion, etc. • Identify details in a description (e.g., of a person, place or an event) • Obtain detailed information in a variety of contexts (e.g., from conversation or broadcast) • Recognize/respond appropriately to social cues in conversation in familiar contexts • Recognize/respond to conversational openers/closures and polite expressions as used by native speakers (e.g., "I have to get going….", "I'd rather not…", "How about going to…") • Recognize/respond to idiomatic expressions in familiar situations

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[*] Respond/Recognize -- especially at the beginning levels, learners can demonstrate listening comprehension non-verbally. For example, extending one's hand and smiling in response to greetings or pointing to a picture/word to demonstrate understanding

SPEAKING SKILLS

LEVELS	SPEAKING SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy level learner will:* • Use the alphabet and identify individual letters • Use cardinal and ordinal numbers (e.g., begin to distinguish difference) • Greet others • Use basic vocabulary for social interaction • Ask simple questions in short phrases • Produce simple statements • Express lack of understanding • Respond to simple questions in a familiar situation • Ask for repetition (e.g., "What?" or "Today?")
Low Beginning ESL/ESOL	*The Low Beginning ESL/ESOL level learner will:* • Spell familiar words • Use numbers appropriately to provide personal information • Produce and respond to common greetings, introductions, and polite expressions • Produce simple statements in routine and familiar situations • Use the telephone to make emergency calls • Respond to simple questions in familiar situations using some control of grammar
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner will:* • Ask simple questions to satisfy survival needs • Spell some sight words • Answer simple questions on everyday activities with some detail • Participate in short conversations on everyday activities using appropriate conversation skills and monitoring for listener comprehension • Give simple one-step instructions and directions • Express likes and dislikes • Express lack of understanding • Use the telephone to make an appointment
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will:* • Produce simple statements, questions, and commands using familiar vocabulary • Participate in routine social conversations in familiar contexts (e.g., shopping, employment, school) • Give simple two-step directions • Retell a simple story • Use simple expressions of satisfaction/dissatisfaction and agreement/disagreement • Use simple expressions to express opinion • Express lack of understanding and ask for repetition or clarification • Use appropriate language in both informal and simple formal situations
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will:* • Produce simple statements, questions, and commands (i.e., interact) in less familiar contexts with some detail • Ask and answer questions – using complete sentences when appropriate • Give directions to a specific location • Provide two and three step instructions with some detail on how to do something • Request information and express needs (e.g., in person or by phone) • Express satisfaction/dissatisfaction and agreement/disagreement • Provide simple descriptions (e.g., describe a person, place or event) • Express opinions and provide factual information

SPEAKING SKILLS CONTINUED

LEVELS	SPEAKING SKILLS
Advanced ESL/ESOL	*The Advanced ESL/ESOL level learner will:* • Participate in discussions on topics beyond immediate survival needs (e.g., local news and events, personal life, or workplace topics) • Explain concepts/ideas in organized manner using examples or details • Tell anecdotal stories as a part of conversation • Give detailed, multi-step directions and instructions • Clarify utterances by rewording or repeating in order to be understood by the general public • Select and report pertinent information (e.g., regarding an event, accident, change in procedure, etc.) • Request specific information in person or by phone (e.g., services, orders, appointments) • Use a variety of sentence patterns, new vocabulary and high-frequency idioms in spontaneous conversation • Participate in social interactions using the appropriate degree of formality • Negotiate a solution/compromise • Use persuasion in conversation

PRONUNCIATION SKILLS

Levels	PRONUNCIATION SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy learner will recognize and practice:* • Chunks (words that often go together) and linking the words together [It's a ___ .//itza ___//] • Letter-sound associations (phonemes) • One- and two-syllable word patterns • Syllable stress in numbers, days, months, etc. [THIRty verus thirTEEN]
Low Beginning ESL/ESOL	*The Low Beginning ESL/ESOL learner will:* • Recognize/Reproduce chunks (words that often go together) and linking the words together [It's a ___. = Itza___.] • Recognize/Reproduce letter-sound associations (phonemes) • Recognize/Reproduce intonation for yes/no questions • Recognize/Reproduce Intonation for Wh-questions
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner will:* • Recognize/Reproduce syllable stress of new vocabulary • Recognize/Reproduce s-ending sounds: /s/, /z/ and /Iz/ • Use intonation for yes/no questions • Recognize/Reproduce pronunciation of chunks (words that often go together) and linking the words together
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will:* • Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs /r/ or /th/ vs /t/) • Contrast/Produce stress of multi-syllabic words • Contrast/Produce short and long vowel sounds (based on learners' needs) • Recognize/Reproduce schwa sound used in unstressed syllables • Recognize/Reproduce s-ending sounds: /s/, /z/ and /Iz/ • Recognize/Reproduce past "-ed" ending sounds: /t/, /d/ and /Id/ • Recognize/Reproduce shift in meaning when using different emphases in sentence stress • Contrast/Produce intonation difference for questions and sentences
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will:* • Contrast/Produce phonemes needed to enhance comprehensibility (e.g., based on learners' needs -- /l/ vs. /r/ or /th/ vs. /t/) • Contrast/Produce stress of multi-syllabic words • Contrast/Produce short and long vowel sounds (based on learners' needs) • Recognize/Reproduce schwa sound used in unstressed syllables • Recognize shift in meanings when using different emphases in sentence stress • Articulating word endings • Produce intonation differences for questions and sentences • Phrase words into "thought groups or chunks" and pause between the phrases

PRONUNCIATION SKILLS CONTINUED

Advanced ESL/ESOL	• *The Advanced ESL/ESOL learner will:* • Produce stress of multi-syllabic words, using learned rules to guess stress of new words • Phrase words into thought groups and pause between the phrases • Demonstrate conversation management techniques, such as interrupting and "turn-taking"

READING SKILLS

LEVELS	READING SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy learner will:* • Identify the upper and lower case letters of the English alphabet and numbers 0-100 • Apply sound/symbol relationships to decode letters of the alphabet, consonant blends, and familiar short words • Read cursive and printed materials • Recognize personal information words in print (e.g., first/last name, address, telephone number, SSN, date of birth, sex, marital status) • Recognize simple words and phrases related to immediate needs • Read learned sentences • Interpret simple signs and symbols in the environment • Read dates and analog/digital clock times • Identify U.S. coins and currency and values • Read prices
Low Beginning ESL/ESOL	*The Low Beginning ESL/ESOL learner will:* • Apply sound/symbol relationships to decode familiar words (e.g., high frequency words for life skills) • Interpret simple signs (e.g., words and symbols on everyday signs) • Scan for specific information on familiar documents (e.g., utility bill, pay stub). • Follow some simple written instructions that include pictures or diagrams (e.g., food preparation, simplified prescriptions, care labels) • Follow simple geographical directions on a simple map • Read some common sight words • Read simple sentences on a familiar topic • Read simple schedules and charts • Identify patterns and categorize words (e.g., food, days of the week, numbers) • Read compound words and identify base word. • Use prediction as a reading strategy
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner will:* • Recognize alternate forms of basic information words on a personal information form (e.g., today's date/current date, birth date/date of birth, sex/gender). • Follow simple written multi-step instructions (e.g., food preparation, simplified prescriptions, care labels) • Read compound and complex sentences following punctuation cues • Read short simplified paragraphs on a single topic with familiar vocabulary (e.g., a description of a person, place, or activity) • Recognize base words, synonyms and antonyms
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL/ESOL learner will:* • Apply sound/symbol relationships to decode new words in context • Apply simple context clues to determine the meaning of new words • Recognize most standard words on a personal information form Locate a word, number or item in alphabetical or numerical order (e.g., phone book, dictionary, directory, index) • Comprehend simple and compound sentences in authentic materials (e.g., short articles, job announcements, brochures, etc.) • Identify main idea, chronological order, and simple transitions in texts on familiar subjects • Recognize prefixes, suffixes, homonyms, transition words, words with multiple meaning words, and some idioms • Read and understand simple multi- paragraph selections from a variety of genres • Read to compare and contrast information on familiar subjects

READING SKILLS CONTINUED

LEVELS	READING SKILLS
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL/ESOL learner will:* • Determine meaning of new vocabulary using context clues and decoding skills • Read simple descriptions and narratives on authentic topics • Follow specific written directions/instructions to perform an activity • Skim for main idea and scan for detail in prose text and on documents • Interpret information in an authentic paragraph or text to answer a question • Identify main idea, supporting details and transitions in a paragraph or text • Identify fact and opinion in a text • Compare information presented in two or three different sources • Make inferences from familiar texts • Recognize common idioms • Identify a writer's purpose (e.g., describe, show cause & effect, narrate, contrast, persuade, etc.)
Advanced ESL/ESOL	*The Advanced ESL/ESOL/ESOL learner will:* • Determine the meaning of unfamiliar words in text (e. g. context clues, knowledge of cognates, basic prefixes, suffixes and roots) • Interpret factual materials (e.g., prose text, charts/graphs and other visual presentations) • Read authentic materials on everyday subjects • Interpret and summarize descriptions and narratives on familiar topics • Get information from texts/documents on unfamiliar topics (non-ESL/ESOL texts, references) • Vary reading strategies for understanding content on unfamiliar topics or technical information • Distinguish between literal and figurative language • Take notes while reading

WRITING SKILLS

LEVELS	WRITING SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy learner will:* • *If needed,* develop fine motor skills to write legibly • Write upper and lower case letters and numbers 0-100 • Write basic personal information words (e.g., name, address, telephone number, etc.) • Spell simple words • Copy simple words/phrases related to everyday life • Write dates and digital clock times. • Write money amounts • Write very simple learned sentences • Use simple punctuation (e.g., period, comma, question mark)
Low Beginning ESL/ESOL	*The Low Beginning ESL/ESOL learner will:* • Write basic personal information (e.g. name, address, telephone number, employer, birth date, identification number, etc.) • Write familiar simple words and short phrases from dictation • Complete short, simplified forms (e.g., check, job application, registration form) • Address an envelope • Write lists (e.g., shopping) and personal schedules • Write some simple phrases and simple sentences related to familiar situations • Use some simple basic punctuation (e.g., capitalization, periods, commas, question marks)
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner will:* • Write familiar simple sentences from dictation • Complete basic forms to satisfy survival needs (e.g., job application, school registration form, basic medical form, library card etc.) • Write simple sentences related to familiar situations • Prepare a map or very simple directions to home/apartment • Use simple graphic organizers • Following a model, write a simple paragraph on a single topic • Use simple basic punctuation (e.g., capitalization, periods, commas, question marks) • Write simple notes and messages (e.g., , note to a teacher about a sick child, thank-you for a gift, etc.)
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will:* • Write simple sentences from dictation • Write some compound and complex sentences • Complete more complex forms (e.g., change of address, applications for job, or check cashing/shopping/ membership cards, etc.) • Write out simple instructions with some detail (e.g., recipe) • Write simple directions to a familiar location • Write short notes with some detail (e.g., to school, neighbor, coworker) • Compose simple letters • Write a descriptive paragraph with some detail on a familiar topic that includes a beginning, middle and end (e.g., special place, tradition, event, etc.) • Apply basic capitalization, spelling and punctuation rules when writing • Take notes on familiar material transmitted orally • Use pre- writing and editing strategies • Use some idioms

WRITING SKILLS CONTINUED

LEVELS	WRITING SKILLS
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will:* • Take detailed messages (e.g., phone messages) • Take simple notes from authentic discourse • Complete authentic forms (e.g., job applications, insurance documents, medical history forms, etc.) • Draft, organize, write, and edit a short paragraph using a topic sentence, supporting details and transitions • Write short letters of request /complaint
Advanced ESL/ESOL	*The Advanced ESL/ESOL learner will:* • Write complex sentences in paragraphs • Demonstrate the correct use of capitalization, punctuation and spelling (e.g., using reference materials to edit and revise) • Use pre-writing skills to organize and develop a paragraph • Write a detailed paragraph with topic sentence, supporting details and conclusion • Describe a detailed procedure in writing (e.g., changing a tire, obtaining a loan from a bank, completing a work task, etc.) • Summarize articles on familiar topics • Identify parts of a composition -- outlining content/sequence of paragraphs • Following a model, prepare a simple resume • Edit and revise drafts

GRAMMAR SKILLS

LEVELS	GRAMMAR SKILLS
Beginning ESL/ESOL Literacy	*The Beginning ESL/ESOL Literacy learner may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Subject pronouns • Simple Wh- questions (e.g., Who, What, When, Where, Why, How) in present tense • Simple Yes/No questions (e.g., Is/Are…..? or Do/Does……?) in present tense • Affirmative and negative statements with the verbs "be" and "do" • Singular/plural (e.g., nouns, this/these) • Articles – "the, a/an". • Simple structures -- "It's + day. // It's + time. // It's $5.00."
Low Beginning ESL/ESOL	*The Beginning ESL/ESOL learner may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Simple WH questions and responses (affirm./neg.) • Simple Yes/No questions and responses • Affirmative and negative statements with "be, do, have" and other high frequency verbs • Simple present continuous tense • Simple past with high frequency verbs such as "be, do, have" • Modal auxiliary verbs (e.g., can / have to + <u>verb</u>) • Singular/plural (e.g., count/non-count) • Simple Conjunctions (and, or, but) • Simple prepositions of time and place (e.g., in, on, at, next to, on the right) • Simple frequency adverbs (e.g., always, sometimes, never) • Possessive Adjectives (e.g., my, your, her, our) • Subject Pronouns
High Beginning ESL/ESOL	*The High Beginning ESL/ESOL learner may use one word and very simple responses to demonstrate a beginning understanding of the following grammatical structures and patterns…* • Present continuous tense • Modal auxiliary verbs (e.g., can / have to + <u>verb</u>) • Common irregular verbs • Subject-Verb agreement • Adjective + Noun • There is/There are • Contractions (e.g., I'm, she's, isn't, don't) • Demonstrative adjectives (this/that, these/those) • Singular/plural (e.g., count/non-count) • Indefinite articles (some/any, much/many) • Possessive adjectives (e.g., my, your, her, our) • Conjunctions • Simple frequency adverbs (e.g., always, sometimes, never)

GRAMMAR SKILLS CONTINUED

LEVELS	GRAMMAR SKILLS
Low Intermediate ESL/ESOL	*The Low Intermediate ESL/ESOL learner will begin to use grammar with some control for the beginning level structures/patterns plus the following…* • Simple past tense • Future tense ("will" + verb and "be going to + verb") • Present perfect tense in high frequency situations • Simple modals (e.g., can/could, may/might, shall/should, will/would, must) in affirm./negative • Simple expressions for giving advice, inviting, and expressing regret • Comparative and superlative adjectives • Adverbs (too, very, enough) • Verb + Infinitive (e.g., want to __, need to __) • Possessives (e.g., girl's , Tom's) • Object pronouns (e.g., mine, his, hers, theirs, ours) • Conjunctions (and/or, but, either/neither) • Polite expressions (e.g., would rather, would you mind)
High Intermediate ESL/ESOL	*The High Intermediate ESL/ESOL learner will begin gaining control for the intermediate level structures/patterns plus the following…* • Past habitual with "used + infinitive" • Present perfect (contrast to other tenses and using "for, since, already, yet") • Past continuous (in contrast to simple past) • Modals (e.g., ought to, had better, would rather) • Tag questions • Conditionals (e.g., present real, present unreal and past unreal) • Simple adverbial clauses (e.g., before/after, if/then, because/since) • Passive voice • Reflexive pronouns (e.g., myself, yourself, herself) • Common phrasal verbs and idioms (e.g., get ___, put ___, take ___ etc.) • Commonly confused verbs (e.g., do/make, say/tell, bring/ take, learn/teach, go/come, etc.)
Advanced ESL/ESOL	*The Advanced ESL/ESOL learner will demonstrate control for Intermediate and High Intermediate level structures/patterns plus the following…* • Present perfect continuous • Perfect modals (e.g., should have, would have) • Embedded statements and questions • Compound and complex sentences • Modals and expressions indicating wishes doubt, regret, obligation (pay attention to register) • Gerunds and infinitives • Connectives (e.g., and, but, or, so, because, even though, although, etc.) • Transitional adverbs (therefore, however) • Adverbial clauses (reason, comparison, time, result, condition, concession) • Phrasal verbs (separable and inseparable) • Idiomatic expressions

Competencies

Introduction to Competencies

This section provides an extensive list of competencies that have been developed, refined, and used in a variety of Adult ESL/ESOL programs for refugees and immigrants for more than 25 years. **Competencies** can be considered the "**content**" of Competency-Based Education (CBE), which has been defined as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society" (US Office of Education, 1978). Later, the Mainstream English Language Training (MELT) project defined competency as "a demonstrated ability to perform a task successfully". This is a life skills task, which involves language (Office of Refugee Resettlement, 1985). When instructors plan units or lessons, they develop competency statements or objectives such as "Learner will be able to _____ (e.g., state health problem, complete application form, read unit price labels, etc.)"

More recently, programs have been shifting to *Equipped for the Future* (*EFF,* 1999), which provides another framework for content standards. Although the language and content outline may be different in EFF and CBE both approaches are based on a very similar process starting with assessment of learner needs to develop curriculum, units, and lessons that will allow individuals to gain the skills they need. EFF offers key activities that can be developed into statements such as, "In order to fulfill responsibilities as parents/family members, citizens/community members/and workers, adults must be able to _____ (e.g., manage and resolve conflict, manage family resources, give assistance, motivation and direction, etc.)"

Regardless of the approach, effective adult education programs and instructors will develop competency statements or objectives to help develop curriculum, units, and lessons.

Refer to the *Sample Unit and Lesson Plan* sections of this document for additional suggestions for developing effective units and lesson plans that meet the needs of learners.

The learner will be able to:	Make a doctor's appointment	Complete a medical form	Describe symptoms of Illness

The learner will be able to:	Compare methods to purchase goods	Use catalogs to purchase goods	Use coupons to purchase goods and services

CASAS COMPETENCIES (San Diego, California)
CASAS Competencies are listed for the following Content Areas

0.   Basic Communication
0.1 Communicate in interpersonal interactions
0.1.1   Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
0.1.2   Identify or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, command, agree or disagree, ask permission)
0.1.3   Identify or use appropriate language to influence or persuade (e.g., to caution, request, advise, persuade, negotiate)
0.1.4   Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
0.1.5   Identify or use appropriate classroom behavior
0.1.6   Clarify or request clarification

0.2 Communicate regarding personal information
0.2.1   Respond appropriately to common personal information questions
0.2.2   Complete a personal information form
0.2.3   Interpret or write a personal note, invitation, or letter
0.2.4   Converse about daily and leisure activities and personal interests

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1.   Consumer Economics

1.1 Use weights, measures, measurement scales, and money
1.1.1   Interpret recipes
1.1.2   Use the metric system (see also 1.1.4, 6.6.1, 6.6.2, 6.6.3, 6.6.4)
1.1.3   Interpret maps and graphs (see also 1.9.4, 2.2.1, 2.2.5)
1.1.4   Select, compute, or interpret appropriate standard measurement for length, width, perimeter, area, volume, height, or weight (see also 1.1.2, 6.6.1, 6.6.2, 6.6.3, 6.6.4, 6.6.5)
1.1.5   Interpret temperatures (see also 6.6.4)
1.1.6   Count, convert, and use coins and currency, and recognize symbols such as ($) and (.) (see also 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5)
1.1.7   Identify product containers and interpret weight and volume
1.1.8   Compute averages (see also 6.7.5)
1.1.9   Interpret clothing and pattern sizes and use height and weight tables

1.2 Apply principles of comparison shopping in the selection of goods and services
1.2.1   Interpret advertisements, labels, charts, and price tags in selecting goods and services
1.2.2   Compare price or quality to determine the best buys for goods and services
1.2.3   Compute discounts (see also 6.4.1)
1.2.4   Compute unit pricing
1.2.5   Interpret letters, articles, and information about consumer-related topics

1.3 Understand methods and procedures used to purchase goods and services
1.3.1   Compare different methods used to purchase goods and services
1.3.2   Interpret credit applications and recognize how to use and maintain credit
1.3.3   Identify or use various methods to purchase goods and services, and make returns and exchanges
1.3.4   Use catalogs, order forms, and related information to purchase goods and services
1.3.5   Use coupons to purchase goods and services
1.3.6   Use coin-operated machines
1.3.7   Interpret information or directions to locate merchandise (see also 2.5.4)
1.3.8   Identify common food items
1.3.9   Identify common articles of clothing

1.4 Understand methods and procedures to obtain housing and related services
1.4.1   Identify different kinds of housing, areas of the home, and common household items
1.4.2   Select appropriate housing by interpreting classified ads, signs, and other information
1.4.3   Interpret lease and rental agreements
1.4.4   Interpret information to obtain, maintain, or cancel housing utilities
1.4.5   Interpret information about tenant and landlord rights
1.4.6   Interpret information about housing loans and home-related insurance
1.4.7   Interpret information about home maintenance, and communicate housing problems to a landlord (see also 1.7.4)
1.4.8   Recognize home theft and fire prevention measures

1.5 Apply principles of budgeting in the management of money
1.5.1   Interpret information about personal and family budgets
1.5.2   Plan for major purchases (see also 1.5.1)
1.5.3   Interpret bills (see also 2.1.4)

1.6 Understand consumer protection measures
1.6.1   Interpret food packaging labels (see also 1.2.1, 3.5.1)
1.6.2   Identify consumer protection resources available when confronted with fraudulent practices
1.6.3   Identify procedures the consumer can follow if merchandise or service is unsatisfactory
1.6.4   Check sales receipts

1.7 Understand procedures for the care, maintenance, and use of personal possessions
1.7.1   Interpret product guarantees and warranties
1.7.2   Interpret clothing care labels
1.7.3   Interpret operating instructions, directions, or labels for consumer products (see also 3.4.1)
1.7.4   Interpret maintenance procedures for household appliances and personal possessions
1.7.5   Interpret information to obtain repairs

1.8 Use banking and financial services in the community
1.8.1   Demonstrate the use of savings and checking accounts, including using an ATM
1.8.2   Interpret the procedures and forms associated with banking services, including writing checks
1.8.3   Interpret interest or interest-earning savings plans
1.8.4   Interpret information about the types of loans available through lending institutions
1.8.5   Interpret information on financial agencies and financial planning

1.9 Understand methods and procedures for the purchase and maintenance of an automobile and interpret driving regulations
1.9.1   Interpret highway and traffic signs (see also 2.2.2)
1.9.2   Identify driving regulations and procedures to obtain a driver's license (see also 2.5.7)
1.9.3   Compute mileage and gasoline consumption
1.9.4   Interpret maps related to driving (see also 1.1.3, 2.2.1, 2.2.5)
1.9.5   Interpret information related to the selection and purchase of a car
1.9.6   Interpret information related to automobile maintenance
1.9.7   Recognize what to do in case of automobile emergencies
1.9.8   Interpret information about automobile insurance

2. Community Resources

2.1 Use the telephone and telephone book
2.1.1 Use the telephone directory and related publications to locate information
2.1.2 Identify emergency numbers and place emergency calls (see also 2.5.1)
2.1.3 Interpret information about time zones (see also 2.3.1)
2.1.4 Interpret telephone billings
2.1.5 Interpret telegram rates and procedures
2.1.6 Interpret information about using a pay telephone
2.1.7 Take and interpret telephone messages, leave messages on answering machines, and interpret recorded messages (see also 4.5.4)
2.1.8 Use the telephone to make and receive routine personal and business calls

2.2 Understand how to locate and use different types of transportation and interpret related travel information
2.2.1 Ask for, give, follow, or clarify directions (see also 1.1.3, 1.9.4, 2.2.5)
2.2.2 Recognize and use signs related to transportation (see also 1.9.1)
2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
2.2.4 Interpret transportation schedules and fares
2.2.5 Use maps relating to travel needs (see also 1.1.3, 1.9.4, 2.2.1)

2.3 **Understand time and weather**
2.3.1 Interpret clock time (see also 2.1.3, 6.6.6)
2.3.2 Identify the months of the year and the days of the week
2.3.3 Interpret information about weather conditions

2.4 Use postal services
2.4.1 Address letters and envelopes
2.4.2 Interpret postal rates and types of mailing services
2.4.3 Interpret postal service forms and instructions on returned mail
2.4.4 Purchase stamps and other postal items and services
2.4.5 Interpret procedures for tracing a lost letter or parcel
2.4.6 Interpret a postal money order form

2.5 Use community agencies and services
2.5.1 Locate and utilize services of agencies that provide emergency help
2.5.2 Identify how and when to obtain social and governmental services (e.g., low-income housing, Social Security, Medicare), and how to interact with service providers
2.5.3 Locate medical and health facilities in the community (see also 3.1.3)
2.5.4 Read, interpret, and follow directions found on public signs and building directories (see also 1.3.7)
2.5.5 Locate and use educational services in the community, including interpreting and writing school-related communications
2.5.6 Use library services
2.5.7 Interpret permit and license requirements (see also 1.9.2)
2.5.8 (unassigned)
2.5.9 Identify child care services in the community (see also 3.5.7)

2.6 Use leisure time resources and facilities
2.6.1 Interpret information about recreational and entertainment facilities and activities
2.6.2 Locate information in TV, movie, and other recreational listings
2.6.3 Interpret information in order to plan for outings and vacations
2.6.4 Interpret and order from restaurant and fast food menus, and compute related costs

2.7 Understand aspects of society and culture
2.7.1 Interpret information about holidays
2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

2.7.3   Interpret information about social issues (see also 2.7.2)
2.7.4   Interpret information about religion
2.7.5   Interpret literary materials such as poetry and literature
2.7.6   Interpret materials related to the arts, such as fine art, music, drama, and film

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3. Health
3.1   Understand how to access and utilize the health care system
3.1.1   Describe symptoms of illness, including identifying parts of the body; interpret doctor's directions
3.1.2   Identify information necessary to make or keep medical and dental appointments
3.1.3   Identify and utilize appropriate health care services and facilities, including interacting with providers (see also 2.5.3)

3.2 Understand medical and dental forms and related information
3.2.1   Fill out medical health history forms
3.2.2   Interpret immunization requirements
3.2.3   Interpret information associated with medical, dental, or life insurance
3.2.4   Ask for clarification about medical bills

3.3 Understand how to select and use medications
3.3.1   Identify and use necessary medications (see also 3.3.2, 3.3.3)
3.3.2   Interpret medicine labels (see also 3.3.1, 3.4.1)
3.3.3   Identify the difference between prescription, over-the-counter, and generic medications (see also 3.3.1.)

3.4 Understand basic health and safety procedures
3.4.1   Interpret product label directions and safety warnings (see also 1.7.3, 3.3.2)
3.4.2   Identify safety measures that can prevent accidents and injuries
3.4.3   Interpret procedures for simple first-aid
3.4.4   Interpret information about AIDS and other sexually transmitted diseases (see also 3.1.1)
3.4.5   Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained

3.5 Understand basic principles of health maintenance
3.5.1   Interpret nutritional and related information listed on food labels (see also 1.6.1)
3.5.2   Select a balanced diet
3.5.3   Interpret food storage information
3.5.4   Identify practices that promote dental health
3.5.5   Identify practices that promote cleanliness and hygiene
3.5.6   Interpret information and identify agencies that assist with family planning (see also 2.5.3, 3.1.3)
3.5.7   Identify child rearing practices and community resources that assist in developing parenting skills (see also 2.5.9)
3.5.8   Identify practices that promote mental well-being
3.5.9   Identify practices that promote physical well-being

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4. Employment

4.1   Understand basic principles of getting a job
4.1.1   Interpret governmental forms related to seeking work, such as applications for Social Security (see also 2.5.2)
4.1.2   Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
4.1.3   Identify and use sources of information about job opportunities such as job descriptions, job ads, and announcements, and about the workforce and job market
4.1.4   Identify and use information about training opportunities (see also 2.5.5)
4.1.5   Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
4.1.6   Interpret general work-related vocabulary (e.g., experience, swing shift)
4.1.7   Identify appropriate behavior and attitudes for getting a job
4.1.8   Identify common occupations and the skills and education required for them
4.1.9   Identify procedures for career planning, including self-assessment

4.2 Understand wages, benefits, and concepts of employee organizations
4.2.1   Interpret wages, wage deductions, benefits, and timekeeping forms
4.2.2   Interpret information about employee organizations
4.2.3   Interpret employment contract and union agreements
4.2.4   Interpret employee handbooks, personnel policies, and job manuals

4.3 Understand work-related safety standards and procedures
4.3.1   Interpret safety signs found in the workplace (see also 3.4.1)
4.3.2   Interpret work safety manuals and related information
4.3.3   Identify safe work procedures and common safety equipment, including wearing safe work attire
4.3.4   Report unsafe working conditions and work- related accidents, injuries, and damages

4.4 Understand concepts and materials related to job performance and training
4.4.1   Identify appropriate behavior, attire, attitudes, and social interaction, and other factors that affect job retention and advancement
4.4.2   Identify appropriate skills and education for keeping a job and getting a promotion
4.4.3   Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc. (see also 4.2.1, 4.3.1, 4.3.4)
4.4.4   Interpret job responsibilities and performance reviews (see also 4.4.2)
4.4.5   Identify job training needs and set learning goals
4.4.6   Interpret work specifications and quality standards
4.4.7   Demonstrate the ability to apply or transfer skills learned in one job situation to another
4.4.8   Interpret job-related technical information, such as from service manuals and training classes

4.5 Effectively utilize common workplace technology and systems
4.5.1   Identify common tools, equipment, machines, and materials required for one's job
4.5.2   Demonstrate simple keyboarding skills
4.5.3   Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
4.5.4   Demonstrate use of common business machines (see also 2.1.7, 2.1.8)
4.5.5   Demonstrate basic computer skills and use of common software programs, including reading or interpreting computer-generated printouts
4.5.6   Demonstrate ability to select, set up and use tools and machines in order to accomplish a task, while operating within a technological system 4.5.7 Demonstrate ability to identify and resolve problems with machines and to follow proper maintenance procedures

4.6 Communicate effectively in the workplace
4.6.1   Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
4.6.2   Interpret and write work-related correspondence, including notes, memos, letters, and e-mail (see also 4.4.3
4.6.3   Interpret written workplace announcements and notices (see also 4.4.1, 4.4.3)
4.6.4   Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion (see also 4.3.4)

4.6.5   Select and analyze work-related information for a given purpose and communicate it to others orally or in writing

4.7 Effectively manage workplace resources
4.7.1   Interpret or prepare a work-related budget, including projecting costs, keeping detailed records, and tracking status of expenditures and revenue
4.7.2   Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
4.7.3   Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
4.7.4   Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records

4.8 Demonstrate effectiveness in working with other people
4.8.1   Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
4.8.2   Identify ways to learn from others and to help others learn job-related concepts and skills
4.8.3   Demonstrate effective communication skills in working with customers and clients
4.8.4   Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
4.8.5   Demonstrate leadership skills, including effectively communicating ideas or positions, motivating and respecting others, and responsibly challenging existing policies
4.8.6   Demonstrate negotiation skills in resolving differences, including presenting facts and arguments, recognizing differing points of view, offering options, and making compromises
4.8.7   Identify and use effective approaches to working within a multicultural workforce, including respecting cultural diversity, avoiding stereotypes, and recognizing concerns of members of other ethnic and gender groups

4.9 Understand how social, organizational, and technological systems work, and operate effectively within them
4.9.1   Identify the formal organizational structure of one's work environment
4.9.2   Demonstrate how a system's structures relate to its goals
4.9.3   Identify sources of information and assistance, and access resources within a system
4.9.4   Assess the operation of a system or organization and make recommendations for improvement, including development of new systems

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5. Government and Law

5.1   Understand voting and the political process
5.1.1   Identify voter qualifications
5.1.2   Interpret a voter registration form
5.1.3   Interpret a ballot
5.1.4   Interpret information about electoral politics and candidates
5.1.5   Interpret information about special interest groups
5.1.6   Communicate one's opinions on a current issue

5.2 Understand historical and geographical information
5.2.1   Interpret information about U.S. history
5.2.2   Identify or interpret U.S. historical documents
5.2.3   Interpret information about world history
5.2.4   Interpret information about U.S. states, cities, geographical features, and points of interest
5.2.5   Interpret information about world geography

5.3 Understand an individual's legal rights and responsibilities, and procedures for obtaining legal advice
5.3.1   Interpret common laws and ordinances, and legal forms and documents
5.3.2   Identify individual legal rights and procedures for obtaining legal advice (see also 5.3.1)
5.3.3   Interpret basic court procedures
5.3.4   Interpret laws affecting door-to-door sales (see 1.6.2)
5.3.5   Interpret information about traffic tickets
5.3.6   Interpret information or identify requirements for establishing residency and/or obtaining citizenship
5.3.7   Identify common infractions and crimes, and legal consequences
5.3.8   Identify procedures for reporting a crime

5.4 Understand information about taxes
5.4.1   Interpret income tax forms
5.4.2   Compute or define sales tax
5.4.3   Interpret tax tables (see also 5.4.1, 5.4.2)
5.4.4   Interpret tax information from articles and publications

5.5 Understand governmental activities
5.5.1   Interpret information about international affairs
5.5.2   Interpret information about legislative activities
5.5.3   Interpret information about judicial activities
5.5.4   Interpret information about executive activities
5.5.5   Interpret information about military activities
5.5.6   Interpret information about law enforcement activities
5.5.7   Interpret information about local policy-making groups
5.5.8   Identify local, state and federal government leaders

5.6 Understand civic responsibilities and activities
5.6.1   Interpret information about neighborhood or community problems and their solutions
5.6.2   Interpret information about civic organizations and public service groups
5.6.3   Interpret civic responsibilities, such as voting, jury duty, taxes

5.7 Understand environmental and science-related issues
5.7.1   Interpret information about environmental issues
5.7.2   Interpret information related to physics, including energy
5.7.3   Interpret information about earth-related sciences
5.7.4   Interpret information about new technologies and scientific issues

5.8 Understand concepts of economics
5.8.1   Interpret economic information and statistics
5.8.2   Interpret information on economic issues and trends

5.8.3   Interpret information on world economic systems

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6. Computation – see CASAS website for list of competencies, if needed for an ESL class.

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7. Learning to Learn
7.1   Identify or practice effective organizational and time management skills in accomplishing goals
7.1.1   Identify and prioritize personal, educational, and workplace goals (see also 4.4.5)
7.1.2   Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule
7.1.3   Demonstrate personal responsibility and motivation in accomplishing goals
7.1.4   Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists (see also 4.5.3)

7.2 Demonstrate ability to use thinking skills
7.2.1   Identify and paraphrase pertinent information
7.2.2   Analyze a situation, statement, or process, identifying component elements and causal and part/whole relationships
7.2.3   Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
7.2.4   Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize; distinguish fact from opinion, and determine what is mandatory and what is discretionary
7.2.5   Evaluate a situation, statement, or process, assembling information and providing evidence, making judgements, examining assumptions, and identifying contradictions
7.2.6   Generate ideas using divergent (brainstorming) and convergent (focus) approaches, and also through creative imagination
7.2.7   Identify factors involved in making decisions, including considering goals, constraints, and consequences, and weighing alternatives

7.3 Demonstrate ability to use problem solving skills
7.3.1   Identify a problem and its possible causes
7.3.2   Devise and implement a solution to an identified problem
7.3.3   Evaluate the outcome of an implemented solution and suggest modifications to the solution as needed
7.3.4   Utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions

7.4 Demonstrate study skills
7.4.1   Identify or utilize effective study strategies
7.4.2   Take notes or write a summary or an outline
7.4.3   Identify, utilize, or create devices or processes for remembering information
7.4.4   Identify or utilize appropriate informational resources, including the Internet (see also 4.9.3)
7.4.5   Use reference materials, such as dictionaries and encyclopedias
7.4.6   Use indexes and tables of contents
7.4.7   Identify or utilize test-taking skills
7.4.8   Interpret visual representations, such as symbols, blueprints, flowcharts, and schematics (see also 6.6.5)
7.4.9   Identify personal learning style

7.5 Understand aspects of and approaches to effective personal management

7.5.1   Identify personal values, qualities, interests, abilities, and aptitudes

7.5.2   Identify or use strategies to develop a positive attitude and self-image, and self-esteem

7.5.3   Identify or use strategies to cope with negative feedback

7.5.4   Identify sources of stress, and resources for stress reduction

7.5.5   Identify personal, family, and work responsibilities, and ways to accommodate them and deal with related problems

7.5.6   Identify or use strategies for communicating more successfully

7.5.7   Identify constructive ways of dealing with change, including showing flexibility and adaptability, and updating skills

8. Independent Living Skills- See CASAS website for competency list, if needed

BEGINNING ESL LITERACY (NALS 1) [known as PRE- AND NON-LITERATE in MELT documents]

Basic Language (CASAS Basic Communication)
- Give personal information orally, and copy onto simple forms (name, address, phone, country of origin, ID/Social Security No., etc.).
- Spell, read, and print own name, indicating which is first, last, and middle.
- Use appropriate greetings/farewells (Hello, good-bye).
- Introduce oneself.
- Read clock time on the hour, half-hour, and quarter hour.
- Read days of the week.
- Express a lack of understanding.
- Ask for repetition.
- Ask simple "yes/no" questions.
- Respond to "what" and "where" questions.

Consumer Economics includes Banking, Shopping, and Housing
- Identify basic consumer economic services (bank, market, clothing store, etc.).
- Cash a check or money order, endorse it, and provide proper ID.
- State basic food and clothing needs.
- Identify names of U.S. coins and bills and read simple money amounts.
- Pay the total amount requested orally or in writing.
- Identify common household rooms and furniture.
- Identify basic types of available housing.
- Read EXIT signs in housing.

Community Resources includes Transportation and Directions
- Read and interpret emergency words, e.g. FIRE, POLICE, POISON.
- Read, say and dial telephone number for emergency services.
- Using the telephone, spell name and address and report an emergency in simple terms.
- Identify basic community facilities and services (post office, school, etc.).
- Ask for stamps at a post office.
- Ask for location of a place.
- Follow simple oral directions to a place.
- Orally give streets and landmarks near residence.
- Read a limited number of symbols or transportation/pedestrian signs.

Health
- Identify medical facilities, workers and signs.
- State need for medical help (I'm sick; my _____ hurts).
- Identify major body parts, illness or injuries.
- State a need for an interpreter.

Employment
- Identify common entry-level jobs.
- Read common warning or safety signs at work.
- State previous employment and own job skills in simple terms.
- State current job status.
- Print or sign name on time sheet.
- Ask if a task was done correctly. Follow one-step instructions.
- Ask supervisor or co-worker for help.
- Respond to simple questions about work progress and completion of tasks.
- Respond to simple oral warnings or basic safety commands.
- Give simple excuses for lateness or absences.

Basic Language (CASAS Basic Communication)
- Write personal information (name, address, phone, SS#, country of origin, etc.).
- Ask "what", "where", and "when" questions.
- Ask for clarification.
- Use appropriate social language to introduce self and others.
- Recognize days, months, times.
- Write dates.

Consumer Economics includes Food, Clothing and Housing
- Ask for and read the price of food, clothing, or other items in a store.
- Differentiate size by reading tags and request size and color for an item - in simple terms.
- Ask for information and follow directions for buying food, clothing, and household items.
- Read and ask about store signs, aisle numbers, and store hours.
- Locate and read expiration dates on food items.
- Ask for food using common weights and measures.
- Read abbreviations for weights and measures.
- Order and pay for food at a restaurant.
- Respond to requests for change.
- Buy and fill out a money order.
- Identify total amount due on monthly bills.
- Answer simple questions about basic housing needs.
- Ask about rent.
- Read common housing signs (FIRE ESCAPE, FOR RENT, etc.).
- Report basic household problems.
- Request repairs in simple terms.

Community Resources includes Transportation and Directions
- Read emergency words.
- Address an envelope/package, including return address.
- Call 911 (or local equivalent).
- Ask for bus, train or plane destinations.
- Read signs indicating bus/train destinations and street numbers.
- Use a simple map to locate a place.

Health
- Follow simple instructions during a health visit.
- Make a doctor's appointment in person.
- Read time and date on an appointment card.
- Ask for non-prescription medication at a drug store.
- Read generic names of common non-prescription medicines.
- Ask about and follow simple instructions for using medicine.
- Read and follow simple directions on medicine labels.
- Read and report body temperature as indicated by a thermometer.
- Ask for a patient's room number in a hospital.
- Identify oneself, appointment time, and doctor's name upon arrival at a doctor's office.

Employment
- Enumerate job skills.
- Fill out simple application forms.
- Respond to simple direct questions about work. Follow two-step instructions.
- Report on work progress and completion of tasks.
- Read alpha-numeric codes.
- State need for frequently used material.
- Locate common materials and facilities at the work site.

INTERMEDIATE and ADVANCED INTERMEDIATE (NALS 2) *All of the competencies in Beginning ESL Literacy and Beginning levels plus the following:*

Basic Language (CASAS Basic Communication)
Clarify by spelling or writing.
Repeat instructions for verification.
Ask about the meaning or pronunciation of a word.
Ask and respond to "how" and "why" questions.

Consumer Economics includes Banking and Housing
- Write a check.
- Fill out a deposit/withdrawal slip.
- Use and report problems in using coin-operated machines.
- Read unit price labels to compare products for value.
- State reasons for returning an item to the store.
- Respond to a cashier's questions concerning means of payment. - Interpret clothing care labels.
- Question errors on bills.
- Ask about and follow instructions for using and maintaining household equipment.
- Ask for information about location, rooms, rent, deposit, and utilities.

Community Resources includes Transportation and Directions
- Report an emergency outside of home.
- Answer questions about a child and fill out simple school enrollment form.
- Read and respond appropriately to simple written communication from school.
- Respond appropriately to recorded messages and instructions from school.
- Ask about correct postage for mailing.
- Fill out a change of address form.
- Locate telephone numbers in a telephone book or yellow pages.
- Identify major streets and landmarks on a map.
- Use a map to find a place.
- Read about and get (with help) a driver's license.
- Give and follow simple oral or written directions to a place.

Health
- Identify common symptoms, illnesses, and health problems.
- Change or cancel a doctor's appointment.
- Make or change a doctor's appointment by telephone.
- Follow oral instructions during a medical exam or about treatment.
- Fill out a simple insurance form (with assistance).

Employment
- Ask and answer questions at a job interview (qualifications, experience, preferences, long term goals, benefits, etc.). Fill out a standard job application.
- Read want ads and identify skills needed for a job.
- Modify a task based on changes in instructions.
- Respond to supervisor's comments about quality of work (including mistakes, speed, incomplete work, etc.).
- Initiate and respond to social language from co-workers.
- Report specific problems encountered in completing a work task.
- Read warnings, storage directions, and emergency instructions.
- Write a note to explain absence from work.

Cultural Skills

Introduction to Cross-Cultural Skills

This section is designed to promote the use of cross-cultural topics as an integral part of the ESL/ESOL Content Standards. Its purpose is to strengthen the understanding and appreciation of cultural similarities and differences.

Culture may be defined as a people's way of life. It consists of all the ideas, objects, and ways of doing things created by a specific group. Culture encompasses language, beliefs, customs, traditions, arts, and technology. It is made up of learned ways of behaving, feeling, and thinking. All cultures have similarities, which result from basic needs shared by all people, and all cultures differ in the ways these basic needs are met. When we integrate cultural discussions with language learning, we give learners the opportunity to share "how things are done" or "what is valued" in other cultures.

In general, people do not realize how greatly culture influences their behavior until they are introduced to other ways of doing things. Only then can they see that they have been acting in a learned cultural way. When people meet persons of another culture, even small differences in behavior may make them feel uncomfortable. The difficulty that people go through when they leave their own culture and enter another has even been labeled "culture shock." Therefore, it is extremely important that cross-cultural topics be integrated into instruction.

Discussions about cross-cultural topics can:
- increase learners' understanding of American culture as well as their own
- facilitate learners' adjustment to their new lives in this country
- enhance learners' awareness and understanding of other cultures in their community
- motivate and enhance language learning
- provide a basis for "real" conversational practice outside of the classroom

Teachers may select and adapt topics and strategies for integrating culture that are appropriate for the needs and backgrounds of their learners. Discussions may take place in small groups, with partners, and/or among the class as a whole. Learners should be encouraged to give information about their own cultures and compare that to what they know about life in the United States.

Teachers may facilitate and/or participate directly in these discussions by presenting different American points of view. It is hoped that these topics will lead to other topics of concern and interest for more discussion, and that they will increase an awareness and understanding not only of the American culture but also of all the cultures represented in one's classroom

Sample Teaching Strategies for Integrating Cultural Skills
- Compare and contrast (in discussion or writing)
- Problem-posing
- Critical incidents (discussing examples from learner's lives of cultural appropriateness in authentic situations)
- Role-plays/Skits
- Advice lines/Columns
- Projects such as learner-generated materials, hosting special events, exhibits, celebrations
- Identifying cultural "gains" and "losses" from one's own country and in the USA.
- Guest speakers
- Add more….

Cross-Cultural Skills by Topic Area

Basic Communication
- Names and titles (i.e., first/last; meaning attached to names)
- Greetings and introductions (i.e., register and titles)
- Personal questions (i.e., appropriate questions and responses)
- Paralinguistic (i.e., gestures, touching, proximity, tone, etc.)
- Life Events/Rituals (e.g., birth, rites of passage, marriage, death, etc.)
- Beliefs/Superstitions
- Core values
  * Time
  * Family (roles & responsibilities, M-F, parent-child, elders)
  * Sexuality
  * Privacy (individual – group)
  * Independence/dependence
  * Dress codes (determining appropriateness for different contexts)

Consumer Economics includes general shopping, clothing, food and housing
- Types of stores (e.g., discount, department, thrift, etc.)
- Budgeting/Saving (e.g., signs such as "clearance/reduced" and numeracy skills "30% Off")
- Norms (e.g., opening packages, trying things on)
- Returns and exchanges
- Reading labels and unit prices
- Food – making offers and refusing
- Food – preparing, cooking, sharing
- Money management – budgeting, tips on saving, and "pros & cons of credit"
- Banking services and options
- Tipping
- Housing -- types of housing
- Housing -- owning/renting – rights and responsibilities
- Housing rules and norms (e.g., leases, co-habitation, noise levels, maintenance, etc.)
- Housing alternatives – "assisted living", retirement communities, nursing homes

Community Resources and Services includes transportation
- Local services available (e.g., postal, banking, emergency, child care, social services, libraries, parks and recreation, etc.)
- Types of services (e.g., emergency, private and public, and social)
- Eligibility for and access to services
- Schedules and fees for services and activities
- Public transportation (e.g., fares, schedules)
- Map reading and giving/following directions
- Driving (e.g., licenses, insurance, regulations)
- Pedestrian safety
- Car ownership (e.g., rights & responsibilities, expenses, etc.)
- Leisure options including holidays, celebrations, sports, etc.
- Traditions – religious, cultural, ethnic, language groups

Health/Medical
- Basic care (private vs. public)
- Insurance and other options
- Preventive health care (e.g., diet, exercise, smoking, etc)
- Medicine (e.g., reading labels, understanding prescriptions)
- Emergencies
- Concerns and programs for physically and mentally challenged

Employment (see Workplace Skills)
- Job seeking
- On the job
- Getting ahead
- Values in the workplace (e.g., reliability, initiative, teamwork, etc.)

Government and Law includes safety
- Driving rules and regulations
- Taxes
- Legal system (e.g., legal aide, public defender, felony vs. misdemeanor, etc.)
- Laws -- family relations (e.g., domestic violence, disciplining children)
- Regulations – smoking, loitering, public drinking, etc.
- Safety -- precautions in the home, traveling alone or at night
- Citizenship (rights & responsibilities, naturalization, and voting)
- Civic participation (volunteerism, community-based organizations and local decision-making)

Education
- Role of parents in education
- Active vs. passive participation
- Testing, report cards (e.g., local, state and national standards)

Workplace Skills

Introduction to Workplace Skills

This section provides an outline of the workplace skills that were prepared by the Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991). Although the SCANS list of Competencies and Foundation Skills was developed almost ten years ago, SCANS continues to provide an excellent framework for designing ESL/ESOL curricula to meet the often-stated learner goals of "finding a job," "getting ahead on the job," or "moving into a better job."

The SCANS Competencies define the "know-how" needed by all workers -- both native and non-native speakers of English. The competencies apply across employment categories and apply to all levels of employment – from entry level to upper level management. The Foundation Skills require competence in Basic Skills, Critical Thinking Skills and Personal Qualities that lead to self-sufficiency and success not only on the job, but also within the family and in the community.

Workplace and SCANS skills are not limited to vocational, workforce/workplace or employment training programs and can easily be integrated into lessons. In the late 1990s, adult practitioners in California began to explicitly link SCANS with ESL/ESOL language classes through content-based instruction, cooperative learning, and learner-centered classroom management techniques. Successful instructors are integrating strategies that encourage learners to use English in real situations to solve problems, negotiate, teach others, and to learn time management skills.

Before you begin…

Scan the next page: *Ten Easy Things You Can Do to Integrate Workplace Basics (SCANS) into Your Classroom* by Donna Price Machado and Ann Marie Damrau.

Read "ESL and the Employment Connection" by Brigitte Marshall-Mingkwan in TESOL Matters. (June/July 1996). Alexandria, VA. TESOL.

Visit The Spring Institute for International Training – English Language Training Project. Denver, Colorado. [http://www.springinstitute.org] – click ELT – click Free Resources – scroll down to SCANS Publications (11 lessons)

10 Easy Things You Can DO to Integrate Workplace Basics (SCANS) into your ESL Classroom Donna Price-Machado & Ann Marie Damrau

Scans: The Missing Link http://www.springinstitute.com

(Information in parenthesis lists applicable SCANS competencies.)

1. Start each class with an agenda on the board. *(Organizing, allocating time)*

2. Put students in teams and assign teams classroom maintenance jobs. *(Working in teams, sociability, individual responsibility, allocating materials)*

3. Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities. *(Monitoring performance)*

4. Teach students how to organize their classroom materials. *(Organizing, monitoring performance)*

5. Monitor students' progress with checklists and weekly tests. *(Organizing, monitoring performance)*

6. Pay attention to classroom incidents and conflicts. Develop lessons that teach the appropriate language students should use when dealing with these issues. *(Interpersonal skills, ability to reason, solve problems)*

7. Model appropriate workplace behavior. For example, arrive on time, come with an organized plan, dress appropriately and maintain a positive attitude. *(Understanding systems, individual responsibility, self management, sociability, integrity, honesty)*

8. Encourage students to fix or make minor adjustments in equipment, such as hole-punch, pencil sharpener, overhead projector. Teach the language that supports this activity. *(Trouble shooting)*

9. Designate student trainers or experts who can train new students. *(Teaching others)*

10. Encourage peer revision whenever possible, in writing or pronunciation. Teach the language used to make revisions. *(Understanding systems and individual responsibility monitoring performance, correcting performance)*

Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991).

FIVE COMPETENCIES (SCANS)

Resources: identify, organize, plan, and allocate resources.
1.   *Time*—select goal-relevant activities, prioritize activities, allocate time, prepare and follow schedules
2.   *Money* – prepare and budgets, keep records, adjust spending to meet objectives, anticipate future needs
3.   *Materials and Facilities* – acquire, store, allocate and use materials or space efficiently
4.   *Human Resources* – assess skills and distribute work accordingly, evaluate performance, and provide feedback

Interpersonal: work with others
1.   *Participate as a Member of a Team* – contribute to group effort
2.   *Teach Others New Skills*
3.   *Serve Clients/Customers* – work to satisfy customer's expectations
4.   *Exercise Leadership* – communicate ideas to justify position, persuade and convince others, and challenge existing procedures and policies
5.   *Negotiate* – work toward agreements involving exchange of resources, and resolve divergent interests
6.   *Work with Diversity* – work well with men and women from diverse backgrounds.

Information Management: acquire and use information
1.   *Acquire and Evaluate Information*
2.   *Organize and Evaluate Information*
3.   *Interpret and Communicate Information*
4.   *Use computers to Process Information*

Systems: understand complex inter-relationships
1.   *Understand Systems* – know how social, organizational, and technical systems work and how to function effectively within them
2.   *Monitor and Correct Performance* – distinguish trends, predict impact on systems operations, diagnose deviations in performance and correct malfunctions
3.   *Improve or Design System* – suggest modifications to existing systems and develop new or alternatives to improve performance

Technology: work with a variety of technologies
1.   *Select technology* – choose procedures, tools or equipment including computers and related technologies
2.   *Apply Technology to Tasks:* understand overall intent and proper procedures for setup and operation of equipment
3.   *Maintain and Troubleshoot Equipment:* prevent, identify, or solve problems with equipment, including computers and other technologies.

Secretary's Commission on Achieving Necessary Skills – SCANS (U.S. Department of Labor, 1991).

THREE-PART FOUNDATION SKILLS (SCANS)

Basic Skills: Read, write, perform arithmetic and mathematical operations, listens and speaks
1. *Reading* – locate, understand, and interpret written information in prose and in documents such as manuals, graphics, and schedules
2. *Writing* – communicate thoughts, ideas, information, and messages in writing; and create documents such as letter, directions, ,manuals, reports, graphs, and flow charts
3. *Arithmetic/Mathematics* – perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques
4. *Listening* - receive, attend to, interpret, and respond to verbal messages and other cues
5. *Speaking* – organize ideas and communicate orally

Thinking Skills: Think creatively, make decisions, solve problems, visualize, know how to learn, and reason
1. *Creative Thinking* – generate new ideas
2. *Decision-Making* – specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternative
3. *Problem Solving* – recognize problems and devise and implement plan of action
4. *Seeing Things in the Mind's Eye* – organize and process symbols, pictures, graphs, objectives, and other information
5. *Knowing How to Learn* – use efficient learning techniques to acquire and apply new knowledge and skills
6. *Reasoning* – discover a rule or principle underlying the relationships between two or more objectives and apply it when soling a problem

Personal Qualities: Display responsibility, self-esteem, sociability, self-management, integrity, and honesty
1. *Responsibility* – exert a high level of effort and perseveres towards goal attainment
2. *Self-Esteem* – believe in own self-worth and maintain a positive view of self
3. *Sociability* – demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings
4. *Self-Management* – assess self accurately, set personal goals, monitor progress, and exhibit self-control
5. *Integrity/Honesty* – choose ethical courses of action

Technology Skills

Introduction to Technology Skills

This section addresses the technology skills learners may need to function as students, citizens, and employees. The Technology Planning Committee (2000-2001) was comprised of Administrators, Instructors, Learners, Business Representatives, and Technology Specialists. They created this list to show the range of technology skills that learners might develop based on their skills, interests and needs.

The Learner Standards include a full range of technology skills learners should ideally be able to achieve. This is not a checklist of what each learner should accomplish in an adult education class. Instead, skills addressed should be selected based on available technology and the learning needs of individual learners. As you read the Standards you will note that the focus is on "USING" technology for a purpose.

Technology encompasses skills from the "low" end (using a tape player) to the "high" end (using the Internet to complete a research project). It is difficult (and unnecessary) to align the level of a learner's technology skills to the level of language skills. Even literacy level students may have been exposed to the Internet ("high" tech).

Technology is an area in which instructors may find themselves beyond their own comfort levels. It is essential that we take advantage of professional development and other opportunities to expand our knowledge base and to stretch ourselves. Instructor hesitation and limitations in the area of technology need not limit the learners in our programs.

The Adult Learner Standards and Indicators of Competency for Technology (April 2001) include the following:
Learners…
1. understand basic technology concept to operate computers, calculators, and other technologies
2. construct meaning from information
3. create a quality product
4. learn independently with appropriate support
5. communicate effectively
6. participate effectively as group members
7. use information responsibly

Maryland State Department of Education Literacy Works
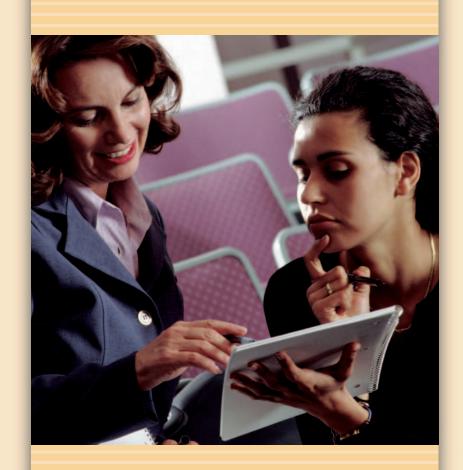**Adult Learner Technology Standards and Competencies**

The LEARNER STANDARDS include a full range of technology skills learners should ideally be able to achieve. This is not a checklist of what each learner should accomplish in an adult education class. Instead, skills addressed should be selected based on available technology and the learning needs of individual learners.

Standard	Indicator of Competency

1. **Learners understand basic technology concepts to operate computers, calculators and other technologies**.	a) Use input devices to successfully operate computers, VCRs, audiotapes, and other technologies
	   • Correctly turn on and off appropriate technology
	   • Use a mouse and its buttons to operate simple programs
	   • Identify the keys on a keyboard
	   • Demonstrate keyboarding skills
	b) Use output devices to successfully operate computers, VCRs, audiotapes, and other technologies
	   • Use computer monitor
	   • Use computer printer
	   • Record using videotapes and audiotapes
	   • Save computer files
	c) Demonstrate proper care procedures for a variety of hardware and software.
	   • Use the keyboard, mouse, touch screen or other available input devices with regard for appropriate procedures
	   • Identify and recognize care procedures for a variety of hardware and software
	   • Follow class rules related to the use of technology
	d) Use a computer word processing program to effectively create, edit, save, print and open files
	e) Use a variety of available technology resources for both directed and independent learning activities
	f) Utilize multimedia to accomplish a specific task
	g) Communicate about technology using accurate terminology
	   • Develop vocabulary to include descriptions, processes and strategies
	h) Use multimedia resources, such as interactive books, educational software, and multimedia encyclopedias, to support learning
	i) Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
	j) Know basic strategies for identifying and solving routine hardware and software problems that occur during everyday use (know when and whom to ask for help)
	k) Make informed choices among technology options and resources
	l) Demonstrate healthy computer ergonomics such as appropriate posture and hand/wrist positions when using any type of keyboard
	m) Identify and use resources and strategies for keeping abreast of advances in technology

Standard	Indicator of Competency

2. Learners construct meaning from information.	a) Determine information needs
	  • State the purpose
	  • Explore options
	  • Define a manageable focus
	b) Develop information seeking strategies to locate information
	  • Frame appropriate questions
	  • Identify likely technology-based resources of information
	  • Use a variety of strategies
	  • Build a reasonable timeline
	c) Use a variety of technology resources and tools
	  • Use appropriate technology resources for directed listening, viewing, reading, problem-solving, and organizing activities
	  • Use a variety of technology resources, including calculators, videos and educational software for problem solving, self-directed learning, and extended learning activities
	  • Choose and use a variety of appropriate electronic searching tools including Internet browsers and electronic reference books
	d) Acquire information
	  • Use a variety of technology resources and tools
	  • Determine which technology tools are the most useful for the specific purpose and context
	  • Read for significant details and concepts
	  • Extract appropriate details and concepts
	  • Record bibliographic information using currently accepted formats
	e) Identify and evaluate sources of information
	f) Analyze information relative to need
	  • Identify criteria and evaluate accuracy, format, relevance, appropriateness, quality, comprehensiveness, authoritativeness, completeness, reliability, and timeliness of electronic information sources
	  • Apply criteria to information
	  • Select appropriate material
	g) Organize information
	  • Classify and sort information independently
	  • Assemble material to meet information needs
	h) Process information
	  • Integrate information from a variety of sources
	  • Make inferences & draw conclusions
	  • Construct meaning
	  • Build connections to prior knowledge
	i) Act on information
	  • Answer a question; Satisfy a curiosity
	  • Take informed action
	  • Develop a product
	  • Solve a problem
	  • Present information
	j) Evaluate process and product

Standard	Indicator of Competency

3. Learners create a quality product.	a) Recognize a quality product
	b) Plan the quality product
	   • Establish a clear purpose
	   • Consider the audience
	   • Determine product content
	   • Choose format
	   • Develop process
	   • Identify necessary resources
	c) Create and present a quality product
	   • Use general-purpose technology-based productivity tools and resources
	   • Integrate appropriate media
	   • Communicate clearly
	d) Evaluate quality product

4. Learners learn independently with appropriate support.	a) Use technology to accomplish personal goals
	b) Independently establish clear information goals and manage progress toward achieving goals
	c) Independently consult media sources
	   • Read for pleasure, to learn and to solve problems
	   • Use media sources for information and personal needs
	   • Seek answers to questions
	   • Consider alternative perspectives
	   • Evaluate differing points of view
	e) Explore topics of interest
	   • Use the public library media center and other information sources
	   • Ask for help
	   • Recognize organization and structure of information centers
	f) Keep up-to-date on new technologies that may be useful for communicating, managing information, solving problems, and carrying out daily tasks

5. Learners communicate effectively.	a) Determine communication needs
	   • Establish a clear purpose
	   • Consider the audience
	   • Choose appropriate format
	b) Use a variety of technology resources (word processing documents, the Internet, E-mail, online discussions) to interact, collaborate, and publish
	c) Use a variety of formats
	d) Use a variety of applications to enhance communication
	e) Choose and use a variety of appropriate technology tools, such as spell check and grammar check

Standard	Indicator of Competency

6. Learners participate effectively as group members.	a) Work cooperatively and collaboratively with peers in using technology
	b) Collaborate with peers to investigate curriculum-related problems, issues and information
	c) Collaborate with peers to develop products or solutions to problems
	d) Help group determine information needs
	  • Work with group to define project or problem parameters
	  • Collaborate to determine: common definitions, questions, processes and information access skills
	e) Accept and share responsibility for planning and producing a quality group product
	f) Collaborate to determine relevant information
	  • Select information using various resources and technologies
	  • Work with others to organize information
	  • Help integrate information from a variety of sources
	g) Show respect for others' ideas, backgrounds and learning styles
	h) Offer useful information to the group and defend that information when appropriate
	  • Discuss opposing viewpoints constructively
	  • Help create projects that reflect differences among individuals
	  • Offer well thought-out evidence justifying information presented
	  • Demonstrate effective interpersonal communication skills

Standard	Indicator of Competency

7. Learners use information responsibly.	a) Practice ethical usage of information and information technologies
	  • Adhere to copyright guidelines
	  • Cite references in proper format
	  • Do not plagiarize
	  • Recognize copyright as protection for the copyright holder
	b) Follow guidelines and etiquette using electronic information sources
	  • Utilize electronic resources to locate, retrieve, and transfer information
	c) Maintain the physical integrity of information resources and facilities
	  • Follow policies and procedures
	  • Preserve integrity of printed and nonprinted electronic materials
	  • Acknowledge and respect the rights of others
	d) Recognize the need for equal access to technology-based material and resources
	e) Identify and evaluate sources of information for potential risk and benefit
	f) Understand that there are no oversight standards for the Internet, including chat rooms and web sites

Metacognitive Skills

Introduction to Metacognitive Skills

This section outlines some of the metacognitive skills that are essential for lifelong learning. Its purpose is to guide instructors in incorporating activities and discussions that will help learners understand how they learn, their strengths and their needs, and to better understand the learning process.

Metacognition is the process of thinking about thinking. It is the process of developing self-awareness and the ability to self-assess. It is contemplation about one's education and learning -- past, present, and future. Since adults are largely self-determining, helping them develop metacognitive skills is an essential element in any program intended to increase their autonomy.

The metacognitive skills are presented as a list without reference to level of language skills. Like technology skills, learners' metacognitive abilities are rarely aligned exactly with their language skills levels. The ability to understand and analyze one's own learning is especially influenced by educational background and previous experience.

The arena of metacognition presents a special challenge to instructors at the lowest levels, where learners have higher-order thinking skills in place but lack the communication skills to relay them. It may also be difficult to convey some of the more abstract or complex ideas like goals, strengths, and learning styles without translation. Instructors at the lowest levels often use visual representations of simplified concepts and translation.

It's important to note, too, that some of the concepts in this section may be decidedly "foreign" to learners in ESL/ESOL classes. For example, the concepts of goal setting and evaluating one's class (i.e., "evaluating the teacher") may be unfamiliar to learners, and they may actually be very uncomfortable providing meaningful critiques. Learners may not feel it appropriate to share "personal" thoughts and reflective insights. Therefore, teaching and incorporating metacognitive skill development is an ongoing process.

Some questions that teachers might ask to activate metacognitive skills include the following:
- What did we learn today?
- How will you use what we are learning outside of class?
- Why are we practicing "X"? How will it help you?
- When you are about to try something new, how do you feel?
- When you are doing something and you get stuck, what do you do?
- Do you (cook, drive, relax) the same way in every situation? Why do we shift how we do things?

Metacognitive Skills
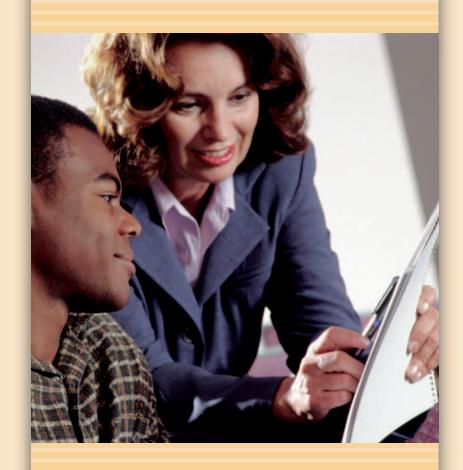
1. **Learners will set** *Learning Goals*

   • Understand "goals" and illustrate and/or describe their own personal goals for participation in English classes.
   • Set goals related to working, parenting, and/or participating in their community.
   • Differentiate between long and short-term goals.
   • Outline activities that will help them achieve their goals.
   • Identify obstacles to meeting their goals.
   • Identify community resources and sources of support for meeting their goals.
   • Develop and practice skills necessary to achieving their personal goals. (i.e. problem-solving skills).
   • Report any progress toward meeting their goals (e.g., received driver's license, etc.).
   • Review and update learning goals throughout the program.
   • Revise course of action for meeting goals.
   • Identify and develop new strategies to achieve learning goals.
   • Explore additional educational opportunities.
   • Plan a career path and develop a resume appropriate for use in the U.S.

2. **Learners will understand their own** *Learning Styles*

   • Identify their previous learning experiences.
   • Express likes and dislikes about learning activities.
   • Understand "strengths" and "weaknesses."
   • Recognize learning modalities/preferences in simple terms (e.g., see, hear, feel, do).
   • Self assess (using instructor-provided tool) learning styles and preferences, strengths and weaknesses
   • Share and explain their own learning preferences and learning strategies to others.
   • Describe how one's learning preference affects how one learns.
   • Recognize learning modalities/preferences in more complex terms (e.g., visual, auditory, oral, kinesthetic).
   • Identify learning styles in terms of preferred way to take in information (concretely or abstractly) and in terms of preferred way to process information (through observation/reflection or through experience/action).

3. **Learners will** *Evaluate their own Learning*

   • Express feelings about class in simple terms: I like…
   • Illustrate/describe progress toward their goals.
   • Monitor and assess their progress (with, and later without, instructor guidance).
   • Provide feedback to instructor about needs/preferences.
   • Identify achieved goals.
   • Determine next steps/changes to plans and activities.
   • Report new needs (goals) as they arise.
   • Demonstrate an understanding of evaluations and surveys (e.g., on-the-job, in school, customer service, etc.).
   • Seek additional/supplemental learning opportunities.
   • Learn independently of group activities/instructor input.

Unit Planning

Unit Planning

Unit development is an ongoing process that involves refinement and improvement. This section, provides a framework and a model to demonstrate how one local program outlined the skills for the Beginning Literacy ESL/ESOL level and provides steps for planning a unit*. The steps for developing a local curriculum have been adapted from the Mainstream English Language Training Project (MELT)**

The *ESL Unit Framework* was developed by Michelle Previti, Instructional Specialist at the Family Support Center in Worcester County. Although this framework was developed prior to the release of the MSDE ESL/ESOL Content Standards, the alignment of skills is strikingly similar to the language skills outlined by the ESL/ESOL Workgroup.

STEPS FOR PLANNING THE UNIT

STEP 1: Conduct a needs assessment or interest survey of your students by identifying the learners' language   needs for successful participation as a member of a family, workplace, and community. This needs assessment will determine why the learner needs to learn English, pinpointing the immediate reason for learning English.

STEP 2: Using at least one of the state and federally approved assessments: CASAS, BEST, or BEST Plus, complete a class profile. Compare the assessment results to the learners' needs assessment or interests in learning English.

STEP 3: Determine the unit topic from your results of step 1 and 2. Compare your topic for the unit to the CASAS competencies or the Performance-Based Outcomes with local curriculum. Review other sections of the content standards document to gather more skills to include in the unit plan that would be appropriate for the learners.

STEP 4: Select the purpose or goal of the unit. The goals, written as an overview or rationale, explain what the unit is about and what the learners will know and be able to do.

In planning the goal, consider these points:
- *Compare your topic for the unit to the CASAS competencies or the MELT.*

- *Decide what the students should learn and be able to do both in class as practice and how they will use the skills when leaving the classroom.*

- *Summarize what you intend the learners to know about the topic and be able to do in a few sentences or a short paragraph.*

- *Check that your goals are consistent with those of the course and are level appropriate.*

STEP 5: Write appropriate objectives for the unit using behavioral terms to describe what the learners will do, consistent with the unit goal. It is helpful to review the Content Standards by Skill Section and to identify cultural, workplace, technology, and/or metacognitive skills when planning objectives.

STEP 6: Brainstorm learning activities that are appropriate for the proficiency level of the learners that reflect the goals and objectives. Think about materials, including texts, audio and video; manipulatives, authentic materials, field trips, guest speakers, and equipment needed for the activities.

STEP 7: Plan how you will evaluate the learners' progress towards meeting the goal and objectives at the completion of the unit. Evaluation may include demonstrations, projects, portfolio assignments, or unit tests.

Curriculum will always reflect the context of the local area and program schedule, sites, materials, and equipment. It is a broad outline that integrates components and prioritizes the tasks and skills learners will demonstrate. It must be flexible. It should outline the desired outcomes and lead toward that end.

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* Lowe, Anna. 2001. Six Step Unit Planning. Chicago: Loyola University [http://www.luc.edu/schools/education/iplp/test/sixstep.htm]

** Grognet, Allene. 1997. Performance-based curriculum and outcomes: The Mainstream English Language Training Project (MELT) updated for the 1990s and beyond. Denver, Colorado: Spring Institute for International Studies. [http://www.springinstitute.org]

ADULT EDUCATION PROGRAMS
Worcester County Public Schools

Purpose
The purpose of this program is to provide basic literacy, speaking and listening skills, and life skills for adults who are foreign born. The classes offered develop basic speaking skills while integrating life skills.

Program Structure
English as a Second Language (ESL) relates to instruction designed to develop speaking, listening and writing skills necessary for successful employment, citizenship and daily living in America. This program contains ESL Educational Levels that correspond to the National Reporting System for Adult Education. Progress will be formally measured by MSDE-approved standardized tests. Informal evaluations will help determine if the learner has met the proficiency requirements of the instructional unit(s).

Program Duration
Because each learner learns at his or her individual pace, there will be those who successfully complete the unit(s) or attain their educational goals within the enrollment time period (September-May) and those who will require additional time.

Objectives for the Program Year
After receiving appropriate instruction and successfully completing assessments/evaluations, the learner will be able to understand basic interpersonal communication and communicate personal information to others.

Special Note
It is not intended that learners will progress through the performance standards sequentially. The instructor may present topic-centered lessons that integrate benchmarks from several standards. All activities are developed to be done either individually or with groups.

The standards have been developed to facilitate documentation of learning gains. Standards may be repeated at multiple levels. This is purposeful for the following reasons:
(1) proficiency in certain skills is judged to require more time than is available in one level;
(2) the quality of performance expected on certain standards increases with progression through the levels, so that the use of question words, for example, in Low Intermediate ESL should be more proficient than Low Beginning ESL but should occur at both levels; and
(3) instruction in skills of critical importance must be offered to any learner needing to learn that skill, even learners entering at the intermediate or functional levels.

Federal and state legislation require the provision of accommodations for learners with disabilities to meet individual needs and ensure equal access. *Adult learners with disabilities must self-identify and request such services*. Learners with disabilities may need accommodations in *such areas as* instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

Unit Plan

The unit and activities must be relevant to the learners in a particular class. A critical step for the instructor is to conduct a needs assessment to identify their goals and interests. Needs assessment is an on-going process that continues through the unit. The length of time may vary from unit to unit.

1. Conduct formal and informal assessments.
2. Complete a class profile.
3. Select the unit topic.
4. Write goals and objectives.
5. Determine competencies, language skills and other skills to be taught and identify cultural, workplace, technology, and/or othe metacognitive skills to integrate in the lesson.
6. Choose learning activities, select appropriate materials, and select resources.
7. Plan evaluation of unit.

Topic: Understanding Basic Interpersonal Information
Level: Beginning Literacy ESL/ESOL
Unit length: 4 weeks

Goal: Learners when completing this unit will be able to greet others and provide polite expressions to engage others in simple conversations which will include providing personal information to others for a variety of purposes. The intention of this unit is to help learners access services and become a member of their community.

Objectives:
Students will be able to:
- provide personal information orally and in written form.
- use polite expressions when greeting others.
- participate in simple conversations with others about family, work, or the weather using basic vocabulary and simple phrases.

Competencies:
- Identify or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, compliment, express pleasure or regret)
- Respond appropriately to common personal information questions
- Complete a personal information form

Evaluation:
At the completion of the unit, learners will present information about themselves to small groups. A rubric will be developed that will determine the standards for meeting the objectives of the unit. Learners listening to the presentation will be asked to complete a personal information sheet on the presenter, which will also be used to determine completion of the unit.

Language Skills | Technology Skills

Listening and Speaking   *Grammar*   Record using video/audio tapes
Greet others   Subject Pronouns
Use basic vocabulary   WH-questions
Ask simple questions   Ask yes/no questions
Produce simple statements   Simple structures

Reading and Writing   *Vocabulary*
Write personal information   Immediate family members
Read learned sentences   Basic Foods and occupations
Spell simple words   Days of the week, dates and months of the year
Read and write dates and time   Basic feelings

Pronunciation
Chunk words when speaking

Metacognitive Skills | Cultural Notes | Workplace Skills

Express likes/dislikes about class   Greetings and introductions   Sociability
Illustrate/describe personal goals   Core values   Self management
                                    Holidays

Learning Activities | Resources | Other

Information gap activities   Applications   *Portfolio:*
Matching games   Emergency forms   Simple form completions
Interviewing   Calendars   Tape of role play
Role playing   Money and cash drawer   Completed calendar
                               Clock and watch
                               911 center visit

Lesson Planning

Lesson Planning

A lesson plan is designed for a specific set of learners during a single class period. The class period may vary in length from one to four hours and provides learners with instruction on skills needed to accomplish an objective from the unit plan. The lesson plan breaks the unit plan down into greater detail and is the direction for the class period. Adult learners appreciate instruction that is well planned and want to know the objective for the class period. Learners want to know what they will be able to do when the class ends and how it applies to their lives beyond the classroom.

Writing a lesson plan requires thinking about the skills to be taught, the objectives, timing, and procedures for the class. This section provides an explanation of how to write a lesson and a sample of a Low Intermediate ESL/ESOL health lesson. Writing and implementing a lesson plan takes practice and experience. That is why it is important to reflect on the previous lesson. In the *Blank Forms* section you will find the unit plan form, lesson plan form, and a page for notes where you can jot down observations, comments, and reflections on your teaching experience.

STEPS FOR PLANNING THE LESSON

STEP 1: Before writing a lesson plan, it is important to refer to the lesson and notes you took during your last class session as well as to the unit plan. This review will help you understand the learners' progress and challenges. It will also help you determine which strategies worked and which learning styles you may need to address.

STEP 2: Write the objectives for the lesson. Use behavioral terms to describe what the learners will be able to do, consistent with the objectives and goal for the unit.

STEP 3: Determine which language skills and other skills you will be teaching in the lesson. Refer to the *Content Standards by Skill* and *Content Standards by Level* as well as other pertinent sections of the manual for assistance.

STEP 4: Brainstorm learning activities that reflect the objectives of the lesson. Think about materials, including texts, audio and video, manipulatives, authentic materials, field trips or guest speaker, and any equipment you will need.

STEP 5: Write your lesson plan including the following areas:
- *Motivation*: This refers to how you will capture the learners' attention on the topic and objective for the class period. Often times it may involve a brainstorming activity or an activity that relates the topic to the learners' experiences.
- *Presentation*: New skills are taught during this part of the lesson. The instructor may teach by explaining a new skill or concept, by demonstrating it, and/or by using discussion to clarify and check for comprehension.
- *Practice:* During this phase of the lesson, learners are given ample time to practice the new skill.
- *Application*: Learners are given an opportunity to continue practicing their newly acquired skill by completing authentic activities in class. Then learners may be asked to complete the task outside of the classroom, reporting their experiences at the next class. This step is very important in connecting the skills to life beyond the classroom.
- *Evaluation:* An activity is planned to summarize the lesson allowing the instructor to determine if the students have met the lesson objective.

Sample lesson plan (High Beginning)

Topic:	Health

Objectives:
- The learner will be able to read a medicine label and follow the directions.
- The learner will be able to ask a pharmacist or health care provide a question regarding medication.
-

Competencies:
- Interpret medical information
- Read product label directions and follow safety warnings
- Interact with health care providers/pharmacists

Language Skills:
Reading & Writing:
- Read labels for prescription and over-the-counter medicines

Speaking & Listening:
- Ask questions related to information on medicine labels
- Ask for and follow advice
- Call a doctor's office/medical hotline for information

Grammar:
- Simple past, could & should (not), too
- adverbs of frequency

Vocabulary:
- Body parts
- Medicines
- Direction words for medicine (e.g., take two, use daily, no dairy).
- Side effects
- Date formats
- Informal vs. formal medical terms (e.g., stomach, belly, tummy).

Procedures:
Prior to class: ask learners to bring in some sample medicines/labels they might have at home.

I. Motivation:
- Warm up by brainstorming types of medicines, then categorizing by "Over the Counter" vs. "Prescription".
- Introduce forms of medicines – pills, capsules/caplets, tablets, sprays, drops, liquids and measures AND the verbs take, swallow, spray, etc.
- Review the language for giving advice and warnings. ("You should/shouldn't…/could…/If I were you…/ Don't ____! / Be careful!)

II.   Presentation:
- Show numerous medicine bottles and over-the-counter medicines, pointing out labels.
- Present new vocabulary and pertinent abbreviations. Have groups select 2 labels – for each label have the learners identify key vocabulary related to Dosage and Caution/Warnings (Model task first by filling in the blanks on a "blown up" label, matching words & abbreviations).
- Ask students to select a medicine they've taken (or given to their children) and separate into small groups based on similar choices.

- Give students a vocabulary exercise specific to a label on their representative medication. (e.g., fill in the blanks on a "blown up" label, matching words & abbreviations)

Presentation -- Oral Skills
- Model a dialog of a conversation with a pharmacist or other health care provider nurse/physician's assistant to ask for clarification about how to properly take a prescription medication. Review grammar/language for asking for and giving advice or warnings.
- Model a dialog of a second conversation to ask for instructions on how much medicine to administer to a child.

III. Practice: continues in small groups or pairs…
- Have students fill in the blanks on another model dialog based on a slightly more complicated label, and then practice reading it together.
- Provide another label. Have small groups/individuals prepare questions they should ask about taking the medicine or giving it to a child

III.   *Application:* Have students call a medical advice hotline or contact a pharmacist (or their doctor if they have an actual concern or issue) and ask a question about medication. (Could do this in a very guided way with a specific question already suggested.) Have them report results (reactions to questions / difficulties / successes) at next class session.

IV.   *Evaluation:*
Empty medicine bottles and boxes will be placed in a bag. Learners will select a box and explain the directions on the box to the other students and/or teacher. A rubric will be designed to determine if the student met the criteria. In addition, students will listen to a recorded conversation with a pharmacist or health care provider and summarize the conversation through a cloze activity or oral retelling.

NOTES:
Cultural: A plethora of cultural issues are relevant: doctors, appointments (making and keeping), using the phone book, (medical services, hospital, poison control), the U.S. medical system, office visit, ER, and 911.

Possible Materials: Realia and textbooks that include doctor appointments and visits, medicines, and emergencies. Potential sources include:

Medicine labels: *Topics and Language Competencies 3*, Prentice Hall Regents
                          Speaking of Survival, Oxford
                          The Learning Strategies Sampler #2, Project MAPP

                          Websites: http://www.geocities.com/sgaer/occatesol/drugstore.htm
                                    http://www.drugstore.com

Medical vocabulary: *Speaking of Survival*, Oxford
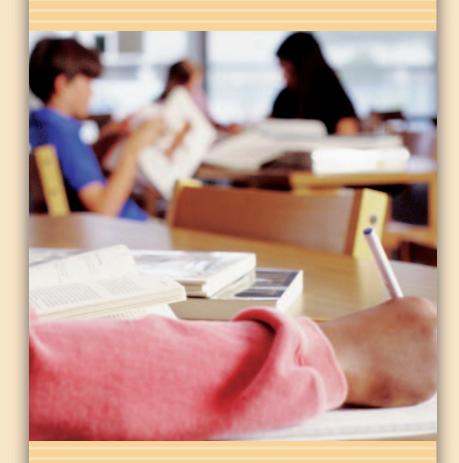   *Word by Word* (picture dictionary), Prentice Hall Regents
                          Basic Oxford Picture Dictionary, Oxford

Dialog with doctor: *Speaking of Survival*, Oxford
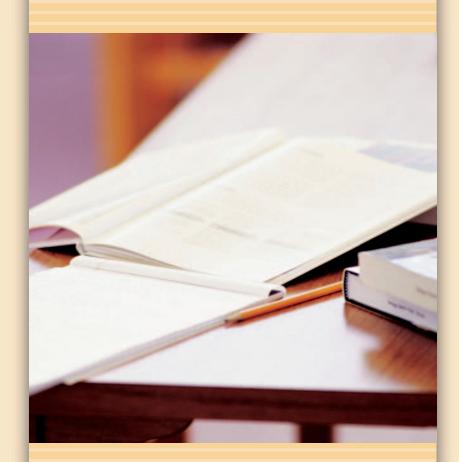   *Word by Word* (workbook), Prentice Hall Regents

Ten Strategies for Success
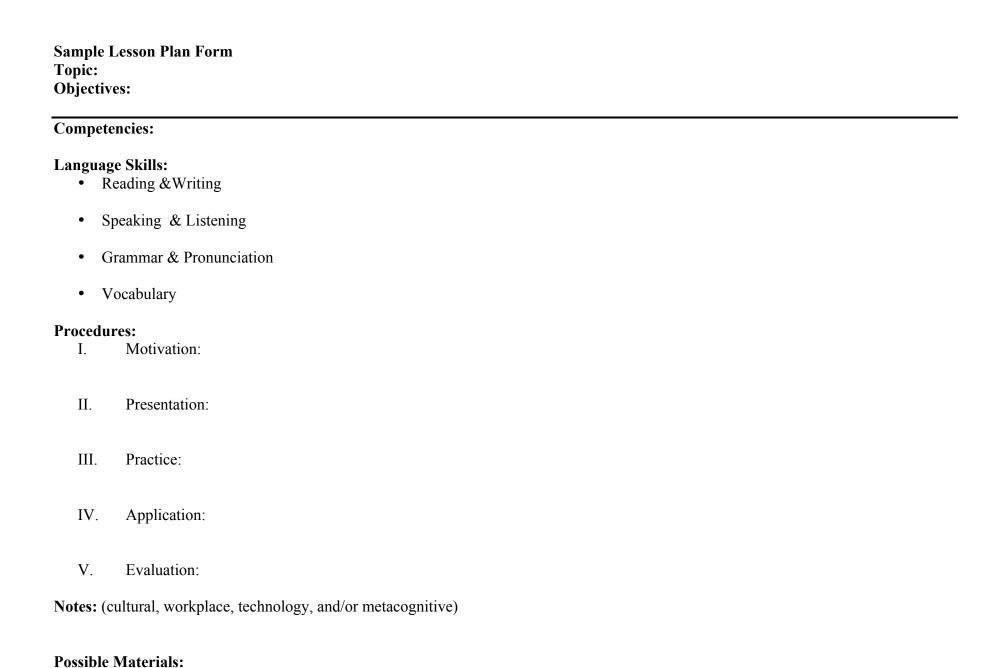
Ten Strategies for Success*

*Effective ESOL Instructors incorporate the following ten strategies to
help adults learn, practice and use the English language:*

1. ***Get to know your students and their needs.*** English language learners' abilities, experiences, and expectations can affect learning. Get to know their backgrounds and goals as well as proficiency levels and skill needs.

2. ***Use visuals to support your instruction.*** English language learners need context in their learning process. Using gestures, expressions, pictures, and realia makes words and concepts concrete and connections more obvious and memorable. Encourage learners to do the same as they try to communicate meaning.

3. ***Model tasks before asking your learners to do them.*** Learners need to become familiar with vocabulary, conversational patterns, grammar structures, and even activity formats before producing them. Demonstrate a task before asking learners to respond.

4. ***Foster a safe classroom environment.*** Like many adult learners, some English language learners have had negative educational experiences. Many will be unfamiliar with classroom activities and with expectations common in the United States. Include time for activities that allow learners to get to know one another.

5. ***Watch both your teacher talk and your writing.*** Teacher talk refers to the directions, explanations, and general comments and conversations that a teacher may engage in within the classroom. Keep teacher talk simple and clear; use pictures, gestures, demonstrations, and facial expressions to reinforce messages whenever possible. Use print letters, with space between letters and words, and do not overload the chalkboard with too much or disorganized text.

   Although it is important for the teacher to understand the structure of the English language, it may not always be appropriate to provide complex explanations of vocabulary and grammar rules, especially to beginning-level learners. In other words, don't feel you have to explain everything at all times. At times it is enough for learners to know the response needed.

6. ***Use scaffolding techniques to support tasks.*** Build sequence, structure, and support in learning activities. Ask learners to fill in words in a skeletal dialogue and then create a dialogue of a similar situation, or supply key vocabulary before asking learners to complete a form. Recycle vocabulary, structures, and concepts in the course of instruction. Build redundancy into the curriculum to help learners practice using learned vocabulary or skills in new situations or for different purposes.

7. ***Bring authentic materials to the classroom.*** Use materials like newspapers, signs, sale flyers, telephone books, and brochures in the classroom. These materials help learners connect what they are learning to the real world and familiarize them with the formats and information in such publications. However, do prepare learners beforehand (e.g., pre-teach vocabulary) and carefully structure lessons (e.g., select relevant, manageable chunks of the authentic material) to make this work.

8. ***Don't overload learners.*** Strike a balance in each activity between elements that are familiar and mastered and those that are new. Asking learners to use both new vocabulary and a new grammatical structure in a role-playing activity where they have to develop original dialogue may be too much for them to do successfully.

9. ***Balance variety and routine in your activities.*** Patterns and routines provide familiarity and security and support learners as they tackle new items. But English language learners, like all learners, have a variety of preferences for processing and learning information. They also can get bored. Give learners opportunities to experience and demonstrate their mastery of language in different ways. Challenge them with activities that speak to their lives, concerns, and goals as adults.

10. ***Celebrate success.*** Progress for language learners can be slow and incremental. Learners need to know that they are moving forward. Make sure expectations are realistic; create opportunities for success; set short-term as well as long-term goals; and help learners recognize and acknowledge their own progress.

* Florez, M.C. & Burt, M. (2002*) Beginning to work with adult ESL learners: Some considerations* ERIC Q & A. Washington, DC: National Center for ESL Literacy Education.

Blank Forms to
Outline Content Skills

Sample Lesson Plan Form
Topic:
Objectives:

Competencies:

Language Skills:
- Reading &Writing

- Speaking & Listening

- Grammar & Pronunciation

- Vocabulary

Procedures:
I.   Motivation:

II.   Presentation:

III.   Practice:

IV.   Application:

V.   Evaluation:

Notes: (cultural, workplace, technology, and/or metacognitive)

Possible Materials:

Unit Plan Organizer

The unit and activities must be relevant to the learners in a particular class. A critical step for the instructor is to conduct a needs assessment to identify their goals and interests. Needs assessment is an on-going process that continues through the unit. The length of time may vary from unit to unit.

1. Conduct formal and informal assessments.
2. Complete a class profile.
3. Select the unit topic.
4. Write goals and objectives.
5. Determine competencies, language skills and other skills to be taught.
6. Choose learning activities, select appropriate materials, and select resources.
7. Plan evaluation of unit

Topic:
_____

Level: _____

Unit length: _____

Goal: _____

_____

Objectives:
_____

_____

_____

Competencies:
_____

_____

Evaluation:

_____

_____

Language Skills   Technology Skills

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

Metacognitive Skills   Cultural Notes   Workplace Skills

_____   _____   _____

_____   _____   _____

_____   _____   _____

_____   _____   _____

Learning Activities   Resources   Other

_____   _____   _____

_____   _____   _____

_____   _____   _____

Notes:

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